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ABSTRACT

The study assessed current adult education personnel needs in Iowa of people administering and teaching career supplementary courses by surveying 22 administrators, 228 coordinators, 39 teachers, and 662 students. The first phase of the study was the conducting of a workshop for administrators to assess personnel needs and provide programing experience. A needs assessment questionnaire was developed and mailed to workshop participants; the next phases consisted of surveying teachers and coordinators through the questionnaire. Phase four involved contacting a sample of students who had taken career adult education courses in Iowa during 1972 and having them complete a special students' questionnaire. Administrators expressed a need for training in techniques of management, techniques of identifying and assessing community educational needs, and developing systems of evaluating teacher effectiveness. Teachers indicated a strong desire for an area media/curriculum center and familiarity with techniques of teaching adults. Inservice training was viewed as essential, with local mini-sessions a desirable format. The students' survey revealed a very favorable response to the career supplementary program. Approximately two-thirds of the document consists of supplementary appendixes. (EA)

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ASSESSMENT AND PROGRAMMING FOR PERSONNEL DEVELOPMENT IN ADULT EDUCATION
– STATE OF IOWA –

FINAL REPORT

By

Glenn L. Hansen
Assistant Professor of Business Education
Department of Business Education

Aurelia L. Klink
Assistant Professor (Field) of Adult Office Education
Department of Business Education

Robert E. Kramer
Assistant Professor of Sociology
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COLLEGE OF BUSINESS AND BEHAVIORAL SCIENCES
UNIVERSITY OF NORTHERN IOWA
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The research report herein was performed pursuant to the "Education Professions Development Act--Part F" funds, of the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education positions or policies. Letters of inquiry regarding this study should be directed to Mrs. Aurelia L. Klink, Department of Business Education, University of Northern Iowa, Cedar Falls, Iowa, 50613.

Glenn L. Hansen

Glenn L. Hansen
Project Director

FORWARD

The following assessment of adult education personnel needs represents the final report of a project sponsored by the University of Northern Iowa and the Iowa Department of Public Instruction. The project began on September 1, 1971, and was completed on June 30, 1973. The study was designed to utilize data collected by the University of Northern Iowa in an effort to assess and alleviate unmet needs of adult educators.

Until now, accurate information describing the needs of adult educators has been limited or non-existent. Teacher-training is a vital concern of the Adult Education Division of the Iowa Department of Public Instruction. Guidelines provided by this study will help meet this responsibility.

Wm M. Baley

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Associate Superintendent
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ACKNOWLEDGMENT

The Project Director is gratefully indebted to Mr. James McCord who served as a research consultant and who was instrumental in the development of the research questionnaire used in surveying the professional staff of the adult education program in Iowa. Also, a special thanks to the staff of the University of Northern Iowa's Social Research Center for their assistance in all phases of this study, and to Dr. Edwin Weber, Dr. Howard Hammond, Mr. Allen Meyer, Mr. Kenneth Russell, Mr. Donald McGuire and Mr. John Martin for their valued support.

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CHAPTER I

INTRODUCTION

This project began in September, 1971, within the Department of Public Instruction, State of Iowa. In August, 1972, the Department of Public Instruction contracted the University of Northern Iowa, and the authors of this study (hereinafter referred to as principal investigators) to conduct a descriptive[*] study titled "Assessment and Programming for Personnel Development in Adult Education." The purpose of the study was to assess current adult education personnel needs in Iowa, and attempt to offer suggestions and recommendations to alleviate any unmet needs. "Assessing personnel needs" was defined as determining what types of educational and training experiences are needed for those people who either teach or administer the adult education program in Iowa. In addition to assessing needs, the study was designed to provide some educational programming activities, the purpose being to increase knowledge and skills for both administrators and teachers serving within the adult education program. Further, because of limited funds and time, the study was restricted to assessing the personnel needs of those people administering and teaching "career supplementary" courses. "Career supplementary" is one of three areas of emphasis within the Iowa Adult Education program; the other two being "general adult," and "high school completion." For purposes of clarity, the "general adult" education program encompasses those activities (courses) which are within the category of recreational, general interest, or hobbies; such as "Chair Caning," "Bridge," "Physical Fitness," "Cake Decorating," and so forth. Generally speaking, such programs are not designed to train, re-train, or necessarily upgrade a student's competence in an occupation. The "high school completion" program is designed for those adults who have had no high school training, or for those persons with limited high school experience who find it advantageous to review selected subject matter prior to taking high school equivalency examinations. Areas of study usually include such things as communication skills and/or the computation arts. The "career supplementary" program is designed to train, re-train, or upgrade the student's competence in various occupational categories. Courses offered within this area include such things as auto mechanics, welding, electronics, techniques of management, shorthand, and so forth.

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[*] Descriptive (exploratory) rather than explanatory (hypothesis testing).

Aside from restricting the study to the "career supplementary" program, the project was designed to study the hierarchy of needs as viewed by the three professional staff populations most directly responsible for the quality of adult career supplementary education in the State, as well as studying the consumer of supplementary education, that is, the student of career adult education. The survey populations therefore consisted of (1) full-time directors of the adult education program in the State (hereinafter referred to as administrators), (2) part-time coordinators of the program (hereinafter referred to as coordinators), (3) part-time career supplementary teachers (hereinafter referred to as teachers), and (4) the student or consumer of the adult career education program (hereinafter referred to as consumer). These and other terms are defined elsewhere in this chapter. Each of the four groups was to represent one phase of the study's investigation.

The need for this study developed in part from the rapid growth in adult education programs in Iowa, and the simultaneous expansion of the number of personnel needed to administer, coordinate and teach at the adult level. The rapid growth in adult education is not unique to Iowa, rather it is a national trend. Grant Venn, in his work Man, Education, and Manpower, comments on this growth in adult education, by stating that,

> The nature and rate of technological change militate against the concept of terminal education. As technology upgrades the skill and knowledge requirements of jobs, education can no longer be confined to the traditional twelve, fourteen or sixteen years of formal schooling. The Department of Labor projects that the average youth of today will probably shift occuaptions some five times over the next forty years. A life of continuing occupational adjustment will mean a life of continuing education to meet changed or additional educational requirements (p. 53).

Concerning the future growth of adult education, Venn stated,

> No person in the future, however formally educated, can ever escape the need to learn, the need to grow, and the need to keep up with the exploding quantity of knowledge in every field. An individual citizen's economic stability, personal fulfillment, and social responsibility are enhanced by ready access to educational resources and the opportunity for formalized continuing education.
>
> As a result, Americans are turning in massive numbers to systematically organized programs of adult education. Approximately twenty-five million men and women in this country participate today in various kinds of formal programs designed to help them explore areas of knowledge ranging from the practical to the abstract. They do so because they recognize that today's social, economic, and cultural trends clearly dictate the need for continuing education. Any individual who wants to participate fully in the life of his community and to grow in his occupation must absorb a striking array of information to gaurd himself against personal obsolesence (p.121).

Because of the expansion in the number of personnel needed to administer, coordinate and teach at the adult level, coupled with the fact that many of these people have not had an opportunity to engage in the various training aspects of adult education, many schools are forced to provide an accelerated in-service training program. With available resources in the form of time and money limited for such in-service programs, it has become of primary importance that those people responsible for developing the curriculum for these educational efforts have some reliable information concerning the educational and training needs of administrators, coordinators, and teachers of the adult education program in Iowa. It was for this purpose that this study was conducted.

During all phases of the study, the principal investigators were provided assistance from the Department of Public Instruction, as well as a special Advisory Committee. The Advisory Committee was made up of people who represented a cross-section of the adult education program in Iowa. The committed provided suggestions and made recommendations to the principal investigators for all phases of the study.*

As the reader will note, there appears within this report rather extensive appendicies. Because this was an exploratory study, and the first of its kind conducted in the State, the principal investigators felt it would be beneficial to some readers to provide summaries and tables of most of the "raw" data collected during the various phases of the study. Although all of this raw data is analyzed within the report, the reader may wish to engage in independent analysis along lines not covered in the report. It is for this reason that the extensive appendecies are provided.

Also, a rather exhaustive review of the literature was made relative to selected phases of the study. An ERIC (Educational Resources Information Center) computer search was made of more than 120 thousand citations. Results of that search indicated a dearth of literature relating to the specific purposes of this study. A bibliography, citing those works which contained "key descriptive" words which were similar to descriptive words used in this study, is provided at the end of this report. Many of these works were reviewed primarily for methodological techniques which could be used in conducting the coordinators', teachers', and consumers' phases of this study.

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*A list of the members of the Advisory Committee is found in Appendix I, p. 60.

Definition Of Terms

Administrative assistant: An administrative assistant is here defined as a person employed full-time in the adult education program in Iowa, and who serves as an assistant administrator (see definition of administrator below). Some of the duties of assistant administrators include, promotional activities related to the adult education program, (in some cases) hiring teachers, teacher evaluation, and (in some cases) responsible for the type of curriculum offered in courses. In Iowa, such administrative assistants are called "Assistant Directors."

Administrator: An administrator is here defined as a person employed full-time in the adult education program in Iowa, and whose duties include the planning, organization, and administration of adult education programs. In Iowa, such administrators are called "Directors."

Area school: An area school is a public institution designed to provide educational opportunities in the arts, sciences, and/or vocational-technical areas. In Iowa, such area schools constitute a statewide system of fifteen public-two year post-secondary institutions. Each area school serves a multi-campus merged area which varies in size from approximately four to eleven counties. (Appendix I, p. 61, provides a map showing the area schools in the State.)

Area school adult division: An area school adult division is an administrative division of an area school which has the responsibility of offering to the citizens within the boundaries of that area school, educational programs of "general adult," "high school completion," and/or "career supplementary."

Consumer: A consumer is here defined as a person who has taken a career adult supplementary education course in the State of Iowa.

Coordinators: In order to understand the role of a coordinator in the adult education program in Iowa, one must have some understanding of the administrative structure of adult education in the State. It is generally the procedure for the area school adult division to contract adult education services with those high schools which lie within the area school boundaries. As part of that contract, the high school district designates a person to act as a coordinator of the program. Since this person functions on a part-time basis, the term "part-time coordinator" was derived. It is common for these coordinators to be superintendents, principals, guidance counselors, or classroom teachers.

In-service training program: An in-service training program is an educational activity designed to give people employed in the adult education program in Iowa, additional skills and knowledged beneficial in completing their job responsibilities.

Sample frame: A sample frame is a list of names of a survey population (see definition of survey population below).

Sampling unit: A sampling unit is one person selected, via sampling techniques, from a sample frame.

Survey element: A survey element is a unit (person) about which information is collected.

Survey population: A survey population is a theoretically specified aggregation of survey elements.

Teacher: A teacher is here defined as a person who teaches, on a part-time basis, an adult education course classified as "career supplementary." These are generally courses in the traditional vocational areas of agriculture, business, office, and distriutive education, health occupations, home economics, and trade and industry.

The remainder of this report is devoted to a discussion of the methods and procedures used in each phase of the study, followed by a chapter devoted to an analysis of the findings. The report concludes with a summary and conclusion which provides, among other things, recommendations relative to the "needs assessment" and "unmet needs" of the adult career supplementary education program in Iowa.

CHAPTER II

METHODS AND PROCEDURES

This chapter is devoted to the Methods and Procedures used in each of the four phases of the study. It was decided by the principal investigators that the data collection technique used in the various phases of this study would be the "survey research" method, that is, collecting data via research questionnaires.

Administrators
(Fort Dodge Workshop)

Introduction

A one-week workshop for administrators, titled "Interdisciplinary Curriculum Development in Continuing Career Education," was conducted by two of the principal investigators of this study. The workshop was held during the week of June 18, 1972, at Iowa Central Community College, Fort Dodge, Iowa. The Fort Dodge site was chosen primarily because of its central location in the State.

The workshop was designed to accomplish two objectives. First, to conduct an assessment of personnel needs (in adult education) as perceived by administrators; and secondly, to provide programming activities designed to give administrators experience with topics unique in the administration of adult education programs.

The participants of the workshop were to consist of persons who were employed full-time in the adult education program in Iowa, either as administrators or administrative assistants. Specifically, the following administrative units for the Iowa Adult Education program were contacted and asked to send representatives: 1) the three more active public high schools in Iowa which have their own full-time administrator of adult education; and 2) the fifteen area schools in the state which offer adult education programs. A letter of invitation as well as registration materials (see Appendix I, pp. 62-66) were mailed to each of the administrators of the above administrative units. The intent of the letter and registration materials was to allow two full-time adult education personnel from each administrative unit to participate in the workshop.

Workshop Activities

The workshop participants consisted of five full-time administrators, sixteen administrative assistants, and one University representative.* These twenty-two participants represented all geographical sections of the State. Further, the participants represented the adult education programs of one public high school (discussed above), nine area schools, and one university. Inasmuch as some administrative units were not able to send two participants, vacant positions were given to administrative units which had expressed a desire to send more than two representatives.

As the reader will recall, the primary objective of the Fort Dodge workshop was to assess the needs of the various professional staff currently engaged in the career adult education program in Iowa. In keeping with this, two and one-half days were spent in identifying the needs of the following professional staff: 1) administrators; 2) administrative assistants; 3) coordinators; and 4) teachers.*

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*Appendix I, pp. 71-72, provides a list of those people who participated in the workshop.

To accomplish the above objective, workshop participants were divided into three groups (called Committees) and asked to: 1) Identify and list the tasks and responsibilities which were found in the position of "administrator" of adult education programs; 2) Identify and list the strengths which are prevalent in the position of "administrator;" and 3) Identify and list all of the personnel needs which an "administrator" might find in his position. (The personnel needs which the Committees listed are reproduced in Appendix III, pp. 93-95, and will be discussed elsewhere in this report.)

Once the task of listing the responsibilities, strengths, and needs of administrators had been completed, the Committees were asked to repeat the process, this time directing their attention to "administrative assistants." (The personnel needs which the Committees listed for administrative assistants are reproduced in Appendix III, pp. 96-97, and will be discussed elsewhere in this report.)

After completing the lists for administrative assistants, the Committees repeated the process for each of the remaining two groups of professional staff, those being coordinators, and teachers. (The personnel needs for these two categories of professional staff are reproduced in Appendix III, pp. 98-101, and will be discussed elsewhere in this report.)

At the conclusion of this phase of the workshop, all of the lists of personnel needs for each of the three committes were typed and duplicated, and were then distributed to each workshop participant. The participants were then asked to review the lists and, based on their own opinions, rank, in order of importance, the needs within each category of professional staff

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*A copy of the workshop schedule of activities is reproduced in Appendix I, pp. 67-70.

(that is, administrators, administrative assistants, coordinators, and teachers). (The results of this rank ordering process will be discussed elsewhere in this report.)

Aside from arriving at an understanding of the needs of the various professional staff of adult education, the Fort Dodge workshop also served as a fund of information for the development of research instruments which would be used in later phases of the study. The development of one such instrument is discussed below.

Needs Assessment Questionnaire

Following the Fort Dodge workshop, the principal investigators developed a "needs assessment" questionnaire which was to be administered to teachers, coordinators, and administrators. Even though administrators had been "surveyed" at the Fort Dodge meeting, the workshop was, in part, comparable to a "pilot study," the results of which would be used in the development of research questionnaires. Also, it was thought desirable by the principal investigators to send the newly developed needs assessment questionnaire to administrators so as to provide continuity between the three categories of professional staff being surveyed.

The questionnaire consisted of a six-page instrument which was divided into three major parts (see Appendix II, pp. 80-85). The first part of the questionnaire was devoted to a series of demographic (background) information questions such as sex, age, education, and so forth. The second part of the instrument consisted of thirty-nine attitudinal statements in which the respondents could indicate their degree of agreement or disagreement with each statement. These attitudinal statements covered two areas of concern. One set of statements dealt with the needs of teachers, such as whether teachers needed a better understanding of the over-all picture of adult education; whether a better understanding of the Community College (area school) philosophy and its operations would be of value to the teacher; whether it was felt that the teacher needed to acquire greater skills in the development and appropriate use of visual aids, and so forth. The second area of concern dealt with a variety of items and perceptions relevant to the task of teaching adult learners. These attitudinal statements consisted of such thing as whether teaching adults is different from teaching regular "school age" children; whether teachers of adults should seek to identify and utilize the talents and experiences of adult students in class, and so forth.

The third part of the questionnaire, which was titled "Guidelines for a Pre-service Training Program," consisted basically of collecting data regarding the "necessity, format, and content" for a pre-service training program. In this part of the questionnaire the respondents were asked to rank order a series of statements relating to a pre-service training program.

Contact With Survey Population

On October 16, 1972, approximately four months following the Fort Dodge workshop, (the above) "needs assessment" questionnaire, a cover letter, and a postage paid envelope was mailed to each of the twenty-two administrators who had attended the workshop. The cover letter explained the purpose of the survey, and indicated the need for having each of the three professional staff categories react to the same questionnaire. (The results of this survey will be discussed elsewhere in this report.)

Teachers' Survey

Introduction

As will be recalled, the second phase of the study was to assess the needs of (part-time) teachers of the career supplementary education program. Since, in this final analysis, the value to the student of a career supplementary class rests heavily on the competence of the teacher, identifying the areas in which personnel development programs are needed becomes of critical importance. It was the opinion of the principal investigators that the personnel development needs, as identified by the teacher, should serve as a valuable source for curriculum planners of in-service programs. It was intended that the result of this phase of the study will be of valuable assistance in the development of content for teacher training "in-service programs" throughout the State.

With the above intent in mind, a survey of needs of (part-time) teachers of adult education was conducted in conjunction with an Iowa Association for Public Continuing and Adult Education (hereinafter referred to as IAPCAE) Conference held in Des Moines, Iowa, on October 13 and 14, 1972. Prior to the conference, each of Iowa's area school administrators was sent a letter (see Appendix I, p. 73) asking that they nominate teachers for participation in this phase of the study. In response to this letter, a list of thirty-nine teachers, representing all geographical sections of the State, was developed. A memorandum as well as a schedule of activities of the IAPCAE conference (see Appendix I, pp. 74-75) was sent to each of the teachers.

Contact With Survey Population

At the IAPCAE conference, the thirty-nine teachers were provided with an agenda (see Appendix I, pp. 76-77) outlining certain activities relating to the survey. During the first meeting, the teachers were administered the first three parts of the "needs assessment" questionnaire which had been developed following the Fort Dodge workshop.

During the second meeting (October 14), the "pre-service training program" part of the "needs assessment" questionnaire was administered. During this meeting, "facilitators" (that is, full-time professional adult educators) were available to answer any questions and provide directions for the teachers. (The results of this survey will be discussed elsewhere in this report.)

Coordinators' Survey

The third phase of the study was devoted to an assessment of the needs of (part-time) coordinators of career adult education in Iowa. The methods and procedures used in this phase of the study consisted of sending the "needs assessment" questionnaire to all of the coordinators in the state. The survey was conducted by the University of Northern Iowa's Social Research Center (hereinafter referred to as the Center). The names and addresses of coordinators were procured by personally contacting each area school administrator and asking him to send such names and addresses to the Center. This activity resulted in the development of a list of 404 names.

Contact With Survey Population

On May 22, 1973, a questionnaire, cover letter (see Appendix II, p. 79) and Business Reply envelope was mailed to each of the 404 coordinators. (The findings of the coordinators' survey is discussed elsewhere in this report.)

Consumers' Survey

As will be recalled, the fourth phase of the study consisted of contacting the consumers of the career supplementary education program and asking for their opinions and comments regarding the program. Specifically, the principal investigators were interested in knowing the consumers' opinions of the most recent career education courses they had taken. The consumers' survey, like the coordinators' survey, was conducted by the Center, and consisted of five phases: 1) development of the research instrument; 2) sampling; 3) pretesting; 4) contact with sampling units; and 5) media involvement.

Research Instrument

In order to accomplish the objectives set forth above, a structured questionnaire was developed (see Appendix II, pp. 87-90). Included in the research instrument was a mixture of "opinion" and "fact" questions. These items consisted of the following:

1. Questions regarding the titled of the most recent career adult education course taken, in what city the course was taken, and reasons for taking the course (see Appendix II, questions No. 1, 2, and 4, p. 87).
2. Items regarding the number of people enrolled in the course, whether the hour of day the course was offered was convenient, and several questions regarding the facility in which the course was taken (see Appendix II, questions No. 3, 6-9, pp. 87-88).
3. A question designed to uncover areas of personal weakness felt by the respondent at the time he enrolled in the course (see Appendix II, question No. 11, p. 88).
4. A series of questions regarding the teacher, such as teaching aids used, teaching effectiveness, overall evaluation of the teacher, and so forth (see Appendix II, questions No. 12-19, pp. 88-89).
5. Items regarding the testing and grading procedures used, as well as the respondents' attitude and recommendations regarding grading (see Appendix II, questions 20-22, p. 89).
6. Two questions dealing with (a) whether the respondent felt he should have taken a career adult education course earlier in his life, and (b) if he would enroll in another career adult education course (see Appendix II, questions No. 23, and 24, p. 90).
7. The questionnaire ended with a series of demographic (background) information items, such as sex, age, education, occupation, and so forth (see Appendix II, questions No. 25-30, p. 90).

Sampling

For purposes of this study, the survey population was defined as all people who had enrolled in a career adult supplementary education course in Iowa during Fiscal Year 1972. Further, that sampling units would be drawn from a sample frame proportionate to the total number of people enrolled in each area school. That is, if fifteen percent of the total state career supplementary education enrollment (for the time period specified above) were in a given school, then fifteen percent of the total sampling units would be drawn from that particular school. Thus, the sampling technique used was a "systematic random sample" drawn proportionate to area school enrollment.

The sample frame was developed by the Center, and consisted of having all area school administrators send names and addresses of all persons enrolled in the career supplementary adult education program during Fiscal Year 1972. As the lists arrived at the Center, the names, addresses as well as an area school code was punched onto data processing cards. Two area schools (Area X, Cedar Rapids, and Area XII, Sioux City) were not able to provide the requested names of students because of limited funds and time. Therefore, students representing these two area schools were not included in the study.

Once all data processing cards were punched, the data within the cards was transferred to a computer for sorting and related sampling activities. A special computer program was developed by the Center for working with this sample frame. This program consisted essentially of (1) cleaning the sample frame (that is, sorting all names and addresses and eliminating duplicates), (2) selecting a stratified random sample from the sample frame, and (3) printing a report of the sample frame as well as printing gummed address labels. The computer activities resulted in the creation of a sample frame consisting of

25,599 names. Of this figure, a ten percent stratified sample was drawn resulting in the selection of 2,260 sampling units.

Pretesting

The consumer questionnaire, as well as a cover letter (see Appendix II, p. 86) were thoroughly pretested. As will be recalled (see "sampling" discussion above), two area schools were not able to participate in the survey. Each of the two schools was able, though, to provide lists of fifty students (randomly selected) for use during the pretesting phase of the survey. Pretesting, therefore, was conducted using one hundred students, fifty from the Cedar Rapids area school, as well as fifty students from the Sioux City area school.

During the week of March 26, 1973, the one hundred students were contacted for pretesting activities. The purpose of the pretest was (1) to evaluate the research instrument and, (2) evaluate the effectiveness of both the cover letter and a follow-up letter. The results of the pretest were then analyzed in relation to selected research techniques. For example, all items on the questionnaire that resulted in a "spoiled response/no data" level of five percent or greater were thoroughly restructured and retested. The efforts of the pretesting activities resulted in the construction of the final cover letter and questionnaire which have been referred to above.

Contact With Sampling Units

On April 28, 1973, a questionnaire, cover letter, and Business Reply envelope was mailed (via firstclass postage) to each of the 2,260 consumers selected for participation in this phase of the study.

Due to the subject matter of the study, a somewhat extensive publicity campaign was initiated shortly after the questionnaire was mailed. The purpose of the publicity was to generate interest in the study and to increase the number of returns.

The publicity consisted of sending to every radio and television station in the state (N=60) a specially prepared news release dealing with the survey. The news release was accompanied by a special cover letter as well as a "media questionnaire" designed to assess the extent of radio and television involvement in publicizing the survey. In addition to contacting the radio and television stations in the state, the University of Northern Iowa's Public Information Service sent a similar news release to all daily and weekly newspapers in the state for release during the week of April 30, 1973.

It was the opinion of the Center that the publicity was presented in such a manner that it did not in any way bias the results, nor did the nature of the publicity have any biasing effect. Parenthetically speaking, it was the opinion of the Center that this somewhat active public relations was totally ineffective. For example, of the sixty radio and television stations contacted, only 12 (20.0%) notified the center that they had aired public service announcements regarding the survey. These twelve stations did, though, air the announcement 115 times, reflecting a total air time of one hour, twenty minutes. A list of these twelve radio and television stations who indicated they participated in the public service announcement aspect of the survey is presented in Appendix II, p. 91. The results of the consumers' survey, as well as the results of all other phases of the study are presented in the following chapter.

CHAPTER III

ANALYSIS OF THE FINDINGS

The Analysis of the Findings is best facilitated by analyzing the results of the Fort Dodge workshop (administrators), followed by a collective analysis of the "needs assessment" questionnaire administered to administrators, coordinators, and teachers, and concluding by analyzing the results of the consumers' survey.

Administrators
(Fort Dodge Workshop)

Introduction

The findings of the Fort Dodge workshop are summarized in Appendix III, pp. 102-111. This summary is based on the "needs" statements found in Appendix III, pp. 93-101, which were made by the workshop participants. The summary statement consists of four parts; the needs of 1) administrators (see pp. 102-105); 2) administrative assistants (see pp. 106-107); 3) coordinators (see pp. 108-109); and 4) teachers (see pp. 110-111). Further, the summary provides data regarding the number of respondents (administrators or administrative assistants) identifying each "need" statement, as well as data regarding the number of respondents identifying each statement as either most important, or second most important. The analysis which follows is restricted to the five most important (or second most important) "needs" as viewed by administrators or administrative assistants for each professional staff category.

Administrators

The five most important or second most important needs of administrators are as follows:

1. Approximately seventy-three percent of the workshop participants believed that administrators would be interested in engaging in an educational program dealing with personnel management. Specifically, knowledge concerning supervision, motivation, and effective communications.

2. Eighty-three percent of the administrators demonstrated a strong interest in wanting a better understanding of the various phases and processes of legislation.

3. Approximately seventy-seven percent of the workshop participants indicated a definite interest in wanting to know more about the techniques of management. Included in this category were such things as the delegation of work, time management, management by objectives, and how to organize and arrange new employee orientation programs, and so forth.

4. The solution to budget problems was of concern to approximately sixty-eight percent of the workshop participants. Inasmuch as budgets seem to involve many aspects of funding, receipts, and disbursements, it was believed that knowledge concerning budgeting was essential.

5. Fifty percent of the workshop participants expressed a need to be able to analyze the education and training needs and resources within the areas served by their institutions.

Administrative Assistants

The five most important or second most important needs of administrative assistants as viewed by the Fort Dodge workshop participants are as follows:

1. Eighty-six percent of the participants felt that a program designed to "assess training needs" was needed by administrative assistants. Included in this category would be such things as how to assess a community's educational needs, how to use community resources, and how to "turn ideas into action."

2. Since administrative assistants have the responsibility for teacher in-service training, sixty-four percent of the workshop participants suggested a need for materials, or learning packets which would make the in-service training program more efficient.

3. Approximately fifty-five percent of the participants suggested a need for a better understanding and knowledge of the overall philosophy of adult education

4. Another need of the administrative assistant was a better understanding of the philosophy of the community college (area school) concept. This view was expressed by approximately seventy-three percent of the workshop participants.

5. Sixty-eight percent of the participants felt that administrative assistants would be interested in learning more about personnel management and management by objectives, which would help them develop their skill in the supervision of other staff members.

Coordinators

The five most important or second most important needs of coordinators are as follows:

1. Seventy-seven percent of the workshop participants felt that coordinators would benefit from a better understanding of the cooperative agreement between the area school adult education division and the local high schools within their area school boundaries.

2. Eighty-six percent of the participants felt that coordinators needed instruction on methods and techniques of assessing the educational needs of the area they serve.

3. Approximately eighty-six percent of the workshop participants believed that coordinators would be interested in learning more about the administrative structure and philosophy of area schools. It was believed by the workshop participants that inasmuch as coordinators are involved in adult education on a part-time basis, they may not have had an opportunity to become familiar with the area school concept.

4. It was felt by approximately thirty-two percent of the workshop participants that coordinators would be interested in information regarding techniques of salesmanship, methods of promoting adult education within local communities, and techniques to determine and assess the adult education needs of their communities.

5. Approximately sixty-six percent of the workshop participants felt that coordinators would benefit from instruction concerning efficient and effective use of advisory committees.

Teachers

The five most important or second most important needs of teachers, as viewed by the Fort Dodge workshop participants, are as follows:

1. Eighty-two percent of the participants believed that teachers needed to have an indepth understanding of, and an empathy for, the adult learner. Many suggested that human relation factors (such as social, psychological, and physiological factors) must be taken into consideration when dealing with the adult learner in order to assure that he will be more comfortable in the learning situation.

2. The techniques of teaching adults was mentioned by eighty-three percent of the workshop participants as a need of the teacher. It was the feeling that this would assist the teacher in developing those teaching skills which would help the student learn in the most efficient manner possible.

3. Sixty-four percent of the participants felt that teachers needed to provide assistance in the development of materials for in-service training programs.

4. Likewise, sixty-four percent of the workshop participants felt it would be advantageous to teachers if they had available to them a policy handbook and individual learning packets which could serve as a refresher teacher training program.

5. Approximately fifty-five percent of the administrators felt that teachers would benefit from receiving, on a regular basis, information regarding the overall picture of adult education.

Administrators
Coordinators
Teachers
(Needs Assessment Questionnaire)

As the reader will recall, the three categories of professional staff were asked, at various times, to answer a "needs assessment" questionnaire. The results of these three surveys will be discussed, collectively, in this section of the report.

Survey Return Rate

The analysis which follows is based on 289 questionnaires. Specifically, twenty-two which were completed by administrators following the Fort Dodge workshop, thirty-nine which were completed at the IAPCAE conference in Des Moines on October 13 and 14, 1972, and 228 usable questionnaires which were returned by the coordinators participating in the mailed questionnaire activities of May 22, 1973. (Regarding the coordinators survey, of the 404 questionnaires mailed, the 228 which were returned constituted a fifty-six percent return rate. It should be noted that seventy-five (18.6%) of the 404 coordinators informed the Center that they did not wish to participate in the survey. Most of those who did not wish to participate said they were either "not qualified to answer because of lack of experience," or they "never taught adult education classes" and could not adequately answer the questions.)

Profile Of Survey Respondents

Sex--The vast majority of respondents (85.1%) were males, while approximately fifteen percent were females (see Appendix III, Table 2, p. 113). Analysis of this item by professional staff categories was somewhat similar with the exception of teachers, in which case forty-one percent were females.

Age--The largest single category of respondents (36.3%) was between the ages of 30 and 39, with the second largest category (27.3%) indicating their age to be 40-49 years (see Appendix III, Table 1, p. 112). Seventeen percent of the respondents were between 50-59 years old, while approximately thirteen percent were 20-29 years old. This pattern was somewhat consistent when analyzing the age groupings by professional staff categories.

Education--As the data indicate (see Appendix III, Table 4, p. 115), most of the survey respondents (61.9%) said they had a masters degree, while eighteen percent said they possessed a bachelors degree, with twelve percent having an educational specialist degree.

Analysis of this item by professional staff category indicates that approximately seventy-three percent of the administrators had a masters degree, while approximately eighteen percent had a bachelors degree. The majority of the teachers (48.7%) indicated they had a bachelors degree, with the next largest category (28.2%) indicating they had a high school education. Approximately thirteen percent of the teachers said they had a masters degree. Like the administrators, most coordinators (69.3%) said they possessed a masters degree, with approximately fifteen percent indicating they held an educational specialist degree, while approximately thirteen percent said they had a bachelors degree.

Area Employed Full-Time--The largest single category of survey respondents (20.1%) were superintendents, administrators, or administrative assistants (see Appendix III, Table 3, p. 114). Elementary or secondary teachers (teaching non-vocation courses) constituted the second largest category (15.9%), while counselors the third largest single category (14.5%).

Analysis of this question by professional staff categories reveals that the majority of the administrators (86.4%) said they were employed full-time in adult education, while most techers (35.9%) said they were not employed full time (coded "other" in Table 3, Appendix III). Regarding the coordinators, the largest single category (25.4%) said they were either "superintendents, administrators, or administrative assistants" of public schools. The next largest category (20.2%) was "elementary or secondary teachers" (teaching non-vocational courses), followed by "counselors" (18.4%), and "principals" (11.8%).

Career Supplementary Area--Survey respondents were asked to indicate the career supplementary area in which they taught. As the data indicate (see Appendix III, Table 5, p. 116), ninety-two of the 289 respondents indicated they taught career supplementary courses. Analysis of these ninety-two cases indicate that approximately forty-four percent* said they taught in the area of "business, office, and distributive education," with the next largest category (27.2%) teaching in "trade and industry," followed by "health occupations" (12.0%), with eleven percent teaching in "home economics."

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*Figures cited were arrived at by recalculating Table 5, Appendix III.

Years in Adult Education--The majority of the respondents (45.7%) indicated they had taught adult education classes for 2-5 years (see Appendix III, Table 6, p. 117). Approximately sixteen percent said they had taught from 6-9 years, while eleven percent stated that this was their first year of teaching. Analysis of this question by professional staff categories revealed a similar pattern of response, with the exception of coordinators (21.1%) who said they were not currently teaching in the adult education program.

Needs Assessment

Survey respondents were provided with thirty-nine statements concerning the needs of teachers. The respondents were asked to indicate their degree of agreement or disagreement to each statement. The discussion which follows is based on an analysis of Tables 7-45, Appendix III, pp. 118-156. The findings are reported in "average mean scores" for the three categories of professional staff, and were arrived at by weighting the responses; assigning a value of "1" for Strongly Agree, "2" for Agree, "3" for Uncertain, "4" for Disagree, and "5" for Strongly Disagree. Further the findings are presented for two major categories of "needs;" 1) the major needs of teachers, other than those needs relating to the task of teaching adults; and 2) needs and opinions relevant to the task of teaching adult learners. The statements which are reproduced below are, in most cases, abbreviations of the statements which appear on the "needs assessment" questionnaire. To facilitate quick reference for the exact wording and findings relative to each statement, "Table" numbers are provided which correspond with the table numbers in Appendix III. The order in which the findings are presented is based on observed mean scores, beginning with those statements (needs) in which the average mean scores of the three categories of professional staff reflect "agreement" with the statements, through those statements in which the average mean scores reflect "disagreement." Also, an "analysis" statement is provided which explains the direction in which the three categories of professional staff tended to respond to the statement. It should be noted that when the observed mean scores differ significantly between the three categories of professional staff (that is, the differences are statistically significant), a probability statement is provided. If the probability statement reads "significant at the .01 level," this means that the particular finding (difference in mean scores) can occur one time out of a hundred by chance alone (chance defined as the observed difference having been caused by factors other than those stated). "Significant at the .05 level" means that the particular finding can occur five times out of a hundred by chance alone.

-Interpretation of Mean Scores-

1.00	3.00	5.00
Strongly Agree	Uncertain	Strongly Disagree

Average Mean Score	Table	Statement/(Analysis)
1.79	39	Each area school should have a media and/or curriculum center that provides teachers with help in the selection of course materials and guidance in the use of such materials. (Teachers and administrators tended to agree more so than coordinators. The differences noted between administrators and coordinators, and teachers and coordinators were both significant at the .05 level.)

Average Mean Score	Table	Statement/(Analysis)
1.88	16	Teachers should become more familiar with the techniques for teaching adults. (Administrators tended to agree more so than teachers or coordinators. The differences noted were not statistically significant.)
1.96	7	Teachers should have a better understanding of the overall picture of adult education. (Administrators tended to agree more so than coordinators or teachers. The differences noted were not statistically significant.)
1.97	14	Teachers need to acquire a better understanding of how adults learn. (Administrators tended to agree with this statement more so than teachers or coordinators. The differences noted between the administrators and coordinators was significant at the .05 level, while all other differences were not statistically significant.)
2.01	10	Opportunities should be provided for teachers in related subject matter areas to exchange ideas about subject matter and classroom techniques. (Teachers and administrators tended to agree more so than coordinators. The differences noted were not statistically significant.)
2.09	9	Teachers need to have a better overview of the occupational area in which they teach. (Teachers tended to agree more so than coordinators or administrators. The differences noted were not statistically significant.)
2.15	22	Teachers need to be trained in recruitment procedures and techniques of getting adult learners into the classroom. (Teachers tended to agree more so than coordinators or administrators. The differences noted between teachers and administrators were significant at the .05 level, while all other differences were not statistically significant.)
2.16	25	More opportunities should be provided in the form of workshops, seminars, and so forth, where teachers, coordinators, and administrators can share ideas and voice concerns. (Administrators and teachers tended to agree more so than coordinators. The differences noted were not statistically significant.)

Average Mean Score	Table	Statement/(Analysis)
2.19	8	Teachers need to acquire better counseling and guidance techniques for classroom use. (Teachers tended to agree more so than administrators or coordinators. The differences noted between teachers and coordinators was significant at the .01 level, while all other differences were not statistically significant.)
2.24	13	A teacher packet or handbook is needed. (Administrators tended to agree with this statement more so than teachers or coordinators. The differences noted between administrators and coordinators was significant at the .05 level, while all other differences were not statistically significant.)
2.26	15	Teachers should participate in human relations training programs. (Teachers tended to agree more so than administrators or coordinators. The differences noted between teachers and coordinators was significant at the .01 level, while all other differences were not statistically significant.)
2.28	12	Teachers need to have a better understanding of the area school philosophy and its operation. (Administrators and teachers tended to agree with this statement more so than coordinators. The differences noted were not statistically significant.)
2.32	21	Teachers need to acquire greater skills in the development and appropriate use of visual aids. (Teachers and administrators tended to agree more so than coordinators. The differences noted between teachers and coordinators, and administrators and coordinators were both significant at the .01 level.)
2.33	35	Special pre-service orientation programs that require teachers to be away from home for several days at a time are not necessary. (Coordinators tended to agree with this statement more so than administrators or teachers. The differences noted were not statistically significant.)

Average Mean Score	Table	Statement/(Analysis)
2.41	11	More teachers should join and become invoved in adult education associations. (Administrators and coordinators tended to agree more so than teachers. The differences noted were not statistically significant.)
2.45	40	There is a definite need in career supplementary programs for more counselors. (Administrators and coordinators tended to agree with this statement more so than teachers. The differences noted were not statistically significant.)
2.58	26	Improve the teachers' competence in the areas they teach. (Teachers tended to agree more so than coordinators or administrators. The differences noted between teachers and coordinators was significant at the .05 level, while all other differences were not statistically significant.)
2.62	34	Course evaluations and teacher effectiveness ratings (by the student) should be seriously considered by the administrator as a basis for future employment, salary increases and other promotional considerations. (Administrators tended to agree with this statement more so than teachers or coordinators. The differences noted between administrators and teachers was significant at the .05 level, while all other differences were not statistically significant.)
2.64	18	Teachers should be provided with help in the selection of the most appropriate course textbook(s). (Teachers tended to agree more so than administrators or coordinators. The differences noted between teachers and coordinators was significant at the .05 level, while all other differences were not statistically significant.)
2.66	19	Higher salaries are needed for teachers. (Teachers tended to agree with this statement more so than coordinators or administrators. The differences noted between teachers and coordinators, as well as the differences noted between the teachers and administrators were both significant at the .01 level. All other differences were not statistically significant.)
2.69	24	There is a need for general improvement in communication between teachers and administrators. (Administrators tended to agree more so than teachers or coordinators. The differences noted were not statistically significant.)

Average Mean Score	Table	Statement/(Analysis)
2.70	20	Teachers need (increased) personal help (on a one-to-one basis) from administrators and coordinators. (Administrators tended to agree with this statement more so than coordinators or teachers. The differences noted were not statistically significant.)
2.71	28	Teachers should receive academic credit for workshops, seminars, and other training activities they attend. (Teachers tended to agree more so than administrators or coordinators. The differences noted between teachers and coordinators was significant at the .01 level; all other differences were not statistically significant.)
2.75	27	A solution is needed for the problem which involves adult learners having difficulty getting to the classroom, such as transportation problems, finding babysitters, and so forth. (Teachers and coordinators tended to agree with this statement while administrators tended to disagree. The differences noted between teachers and administrators, as well as the differences between administrators and coordinators were both significant at the .05 level.)
2.78	36	Teachers need more autonomy in the design and content of the courses they teach. (Teachers tended to agree with this statement more so than coordinators, while administrators tended to be uncertain. The differences noted were not statistically significant.)
2.86	23	A major need is to find teachers who are trained to teach specific ethnic groups. (Teachers tended to agree with this statement while administrators and coordinators tended to be uncertain or disagree. The differences noted between teachers and administrators was significant at the .01 level, while the differences noted between the coordinators and administrators was significant at the .05 level.)
2.90	41	Counselors serving adult career supplementary programs do not seem to be adequately trained for vocational guidance purposes. (Administrators tended to agree with this statement while teachers and coordinators tended to be uncertain or disagree. The differences noted between administrators and coordinators was significant at the .01 level, while all other differences were not statistically significant.)

Average Mean Score	Table	Statement/(Analysis)
3.05	17	Teachers need to become more familiar with the skills needed to write good tests. (Teachers tended to agree or be uncertain regarding this statement, while coordinators tended to be uncertain or disagree; administrators tended to disagree. The differences noted were not statistically significant.)

The following section deals with statements regarding the task of teaching adults. As with the previous section, the statements are presented beginning with those items in which the respondents tended to agree through those in which the respondents tended to disagree.

Average Mean Score	Table	Statement/(Analysis)
1.55	32	Teachers should seek to identify and utilize the talents and experiences of each adult student in the class. (All three groups of professional staff agreed, yet the differences noted between administrators and coordinators, and teachers and coordinators were both significant at the .05 level.)
1.82	31	Adult students need individual recognition from the instructor for their personal accomplishment during the course. (Both administrators and teachers tended to agree with this statement more so than coordinators. The differences noted between administrators and coordinators and teachers and coordinators were both significant at the .01 level.)
2.02	33	Teachers should have their courses evaluated and their teaching effectiveness rated by the (adult) student. (Administrators and teachers tended to agree with this statement more so than coordinators. The differences noted in both cases was significant at the .01 level.)
2.15	44	Teachers must be competent in the area in which they teach, but the most important requirement for effective adult teaching (generally) is empathy.

Average Mean Score	Table	Statement/(Analysis)
		(Administrators and teachers tended to agree with this statement more so than coordinators. The differences noted were not statistically significant.)
2.18	38	Adult students need a fairly unstructured learning environment which would include provisions for smoking in class, drinking coffee or soft drinks, and just moving about freely in class. (Administrators tended to agree with this statement more so than coordinators or teachers. The differences noted between administrators and coordinators was significant at the .05 level, while all other differences were not statistically significant.)
2.34	37	Attendance is a good indicator of the adult learner's attitude about the course. (Administrators tended to agree with this statement more so than teachers or coordinators. The differences noted between administrators and coordinators was significant at the .05 level, while all other differences were not statistically significant.)
2.49	45	The physical facilities provided for teaching career supplementary courses are adequate. (Both teachers and coordinators tended to agree with this statement more so than administrators. The differences noted were not statistically significant.)
2.96	42	The drop-out rate in career supplementary programs is generally too high. (Both teachers and coordinators tended to agree or be uncertain regarding this statement while administrators tended to disagree. The differences noted between teachers and administrators was significant at the .05 level, while all other differences were not statistically significant.)
3.05	43	Generally too much is expected of teachers for the salaries they receive. (Most administrators tended to disagree with this statement while coordinators tended to be uncertain or disagree. Teachers were somewhat equally distributed between agreement and disagreement

Average Mean Score	Table	Statement/(Analysis)
		with a slight majority tending to agree. The differences noted between administrators and teachers was significant at the .05 level, while all other differences were not statistically significant.)
3.47	29	Teaching adults is little different from teaching regular "school age" children. (All three categories of professional staff tended to disagree. The differences noted were not statistically significant.)
3.78	30	Having adult students compete with each other on achievement tests motivates them to study more and they subsequently get more out of the course. (All three categories of professional staff tended to disagree with this statement, with administrators demonstrating the greatest amount of disagreement. The differences noted between administrators and teachers was significant at the .05 level, while the difference noted between administrators and coordinators was significant at the .01 level.)

Pre-Service Training Program

Aside from the "needs assessment" statements, coordinators and teachers were asked a series of questions concerning the "necessity," "format," and "content" of pre-service training programs. As the data indicate (see Appendix III, Table 46, p. 157), most of the coordinators and teachers (55.1%) felt such pre-service training was necessary, while eleven percent thought such programs were unnecessary. Approximately twenty-seven percent indicated they were "not sure" regarding the necessity of such programs.

The data also indicate that coordinators (89.7%), more so than teachers (49.1%), felt such pre-service training was necessary. Approximately thirty-one percent of the teachers were not sure regarding this item, with approximately fourteen percent stating that the program was unnecessary.

For those respondents who felt pre-service training programs were necessary (N = 147), two additional questions were provided which dealt with the "format," and "content" of such programs. Both questions consisted of rank-ordering a series of statements, assigning a rank of "1" to the most desirable statement, and a rank of "2" or higher to the least desirable statement. The discussion which follows is based on an analysis of the "mean ranks" observed for the more popular suggestions.

The most desirable format specified by both coordinators and teachers was a one-day "mini-session" on the respondent's school campus (see Appendix III, Table 47, p. 158). The second most desirable format was two (three-day weekend) sessions on the respondent's own campus, in which no overnight trips would be involved. The third most desirable format was a series of two three-hour blocks of time held one night each week for six to eight weeks on the respondent's area school campus.

Regarding "content" of pre-service training programs, both the coordinators and teachers agreed that the content should focus on the psychology of how adults learn (see Appendix III, Table 48, p. 159). The second most important content area (in which both teachers and coordinators agreed) was "training in teaching techniques," while the third most important was "training in the selection of appropriate course materials."

Consumers' Survey

Introduction

The analysis of the findings for the consumers' survey is best facilitated by grouping the respondents into "training areas," that is, course content supplementary education areas (hereinafter referred to as course content areas), and analyzing the findings for (1) all respondents (regardless of course content area), and (2) respondents within each course content area, by the various questions on the research instrument. The discussion which follows is based on an analysis of Tables 49-80, Appendix IV, pp. 161-192. As the reader will note (see Appendix IV), only four course content areas are analyzed: those being "Trade" (trade and industry related courses), "Health" (Health occupations' courses), "Home Econ." (home economics' courses), and "Office" (office, business, and distributive education courses). The one course content area which is not analyzed is that of agriculture. In a meeting with officials of the Department of Public Instruction, it was decided that because of the few number of respondents in this category (N = 10), coupled with the fact that area schools, for the most part, do not provide extensive programs in agriculture, this category would be excluded from analysis. Also, it was decided to combine "distributive education courses" with "office, and business education," inasmuch as the two categories are closely related (and because of the fact that there were relatively few respondents who indicated they took a distributive education course), the combined totals would be more meaningful in tabulating the results.

Further, as the reader will note (see Appendix IV), the table "totals" vary from table to table. The reason for this is that "No Data" and "Spoiled Response" answers were excluded from analysis when preparing the tables.

Return Rate And Representativeness Of Sampling Units

As the reader will recall (see p. 16), 2,260 questionnaires were mailed on April 28, 1973. Of this number, ninety-seven were returned by the Postal

Service as "Not Deliverable" (no forwarding address). Of the 2,163 assumed received, 713 (33.0%) were received by the Center as of June 1, 1973. Of this number, forty-one (5.8%) were considered not usable for various reasons.* Of the 672 usable questionnaires, 662 are analyzed in this report. As has been indicated (see p. 34), ten of the 672 questionnaires were eliminated from analysis because they represented people who had taken agriculture courses; analysis of which is excluded from analysis for this report.

Perhaps one of the most critical areas of survey research is determining whether the returned selected sampling units are representative of the survey population under study. It is the opinion of the Center, based on an assessment of selected demographic (background) and course content data report by the respondents (see Appendix IV, Tables 49-50, 76, pp. 161-162, 188) in comparison with existing knowledge of the survey population,** that the 662 respondents in this study are representative (with the exception of the few categories discussed below) of most people having taken career adult supplementary education courses in Iowa during the Fiscal Year 1972 with respect to the following: 1) area school; 2) course content area; 3) course content area by area school; and 4) gender of the respondent by area school.

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*Thirty-six of the forty-one non-usable questionnaires were eliminated because the respondents indicated they had dropped the course and therefore were not qualified to answer the questions. The remaining five were eliminated because respondents described and evaluated a course other than one defined as "career supplementary," or attempted to describe several courses, rather than reacting to one of the most recent courses they had taken.

**Assessment was made by using data reported in "State of Iowa, Department of Public Instruction, Third Annual Report, Adult Career Programs, Fiscal Year, 1972, September, 1972." It should be noted that this report provides, among other things, data for "Enrollment (Total)," gender of students enrolled, as well as "Completions (Total)" (i.e., number of students who completed career adult supplementary education courses). The assessment which was made by the Center was based on "Enrollment (Total)" figures as cited in the report in comparison with data provided by the survey respondents.

Although it was the opinion of the Center that the respondents were represented with respect to the categories discussed above, the following exceptions were noted: 1) Area schools III (Emmetsburg), XI (Ankeny), and XV (Ottumwa) were slightly underrepresented with respect to "total enrollment" figures, while area school I (Calmar) was slightly overrepresented; 2) Trade and industry courses were slightly underrepresented, while business, office, and distributive education courses were slightly overrepresented.

Profile Of Survey Respondents

Sex--Most of the survey respondents were females (60.1%), with approximately forty percent being males (see Appendix IV, Table 76, p. 188). Analysis of this item by course content area reveals that most of the respondents taking trade courses were males (82.1%), while the majority in all other course content areas were females.

Age--The survey respondents were asked to indicate their age at the time they took the career adult education course under evaluation. As the data indicate (see Appendix IV, Table 77, p. 189), most (52.0%) were between the ages of 25 and 44. Specifically, twenty-nine percent were 25-34 years old; twenty-three percent were between 35 and 44, while approximately nineteen percent were 18-24 years old.

When considering this question by course content area, the data indicate that most people taking trade courses (55.2%) as well as most of those taking home economics' courses (59.0%) were between the ages of 25 and 44. People taking health occupation and office courses tended to be between 35 and 54, while the next largest category for these two course content (health, and office) areas was 25 to 44 years old.

Education--Survey respondents were also asked to indicate the last grade they completed in school at the time they took the career adult education course. Most of the respondents (47.7%) indicated they had completed four years of high school, while the second largest category (45.0%) indicated they had completed one or more years of college (see Appendix IV, Table 78, p. 190). Analysis of this item by course content areas reveals that most people taking health, home economics, and office related courses said they had completed one or more years of college, while the majority of those taking trade courses indicated completing four years of high school.

Occupation--Of the 662 respondents, 144 (22.6%) indicated they were homemakers (see Appendix IV, Table 80, p. 192). The next largest category was professional, technical and kindred workers (17.0%), followed by clerical and kindred workers (14.1%).

Analysis of occupational categories by course content areas revealed similarities in occupations by enrollment in training areas. For example, the largest single occupational category for trade courses was "craftsmen and kindred workers" (21.0%); most of the respondents taking health courses (27.5%) indicated their primary occupation to be service workers (except private household), with the second largest category (26.6%) being professional, technical and kindred workers. Likewise, most of the respondents (68.6%) enrolled in home economics courses said they were homemakers, while people enrolled in office courses indicated their primary occupation as being clerical and kindred workers (30.1%), followed by professional, technical and kindred workers (19.0%), with the third most frequently mentioned occupation (16.8%) being managers, administrators (except farm).

Marital Status--Survey respondents were also asked to indicate their marital status at the time they took their career adult education course. As the data indicate (see Appendix IV, Table 79, p. 191), most of the respondents (81.3%) said they were married, while approximately fourteen percent indicated they were single. This same pattern was noted when considering this item by course content area.

Number of Career Education Courses Taken--Over one-fourth of the survey respondents (26.1%) indicated that this was the first career education course they had taken (see Appendix IV, Table 75, p. 187). Approximately twenty-two percent indicated they had taken one other career course, while nineteen percent said they had taken two other courses in addition to the one they were describing. This same pattern of response was noted for all course content areas.

Anticipated Individual Weaknesses--Survey respondents were asked to specify any academic or subject matter weaknesses they felt they possessed at the time they first enrolled in the course. Analysis of the data indicate that approximately thirty-one percent of the respondents (N = 205) said they felt they would have trouble with certain academic or subject matter areas. Interestingly, the majority of these weaknesses were not within the traditional academic areas such as reading, writing, or arithmetic, rather they were, for the most part, matters which were related to the course under study (e.g., "subject matter" of the course, the ability to communicate, as well as the ability to learn and study (see Appendix IV, Table 60, p. 172).

It should be noted that of the 205 respondents who indicated weaknesses, 144 (70.2%) said that their teacher helped them overcome such feeling.

General Questions Relating To The Course

Course Title--The survey respondents were asked to indicate the title of the most recent career education course they had taken. As was indicated earlier, the titles were categorized into course content areas. As the data indicate (see Appendix IV, Table 49, p. 161), the largest single category of respondents (35.2%) said they had taken an office, business or distributive education course. The second largest category of respondents (28.4%) said they had taken a trade and industry course, while nineteen percent listed home economics courses, with approximately seventeen percent indicating health occupations courses.

City in Which Course Was Taken--Like the course titles above, the city in which the respondent took the career education course was categorized by area school and course content area. Inasmuch as this question was designed to assess the representativeness of the survey participants, and has been discussed elsewhere in this section of the report (see pp. 34-36), no discussion of the findings will be made here.

How Respondents Found Out About Course Offering--Most respondents said they found out about the course offering through a bulletin describing the courses (39.3%) or through a newspaper advertisement (38.9%).* The third, fourth and fifth most frequently mentioned sources were from a "previous course," from their "employer," and from a "friend" (see Appendix IV, Table 52, p. 164). Other less frequently mentioned sources were "radio," advice from a "counselor," "advertisement," and "on my own."

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*It should be noted that, for some area schools, "bulletin" and "newspaper" are considered synonomous. That is, in some area schools, a "bulletin" is printed in local newspapers, while in other area schools a bulletin is printed separately from a newspaper advertisement. The reader is therefore cautioned in his interpretation of this item.

This same pattern regarding the two major sources (bulletin and newspaper) was noted when analyzing the data by course content area (yet in somewhat reverse order).*

Why Respondents Took Career Education Course--Most of the survey respondents (49.7%) said they took career education courses in order to learn new ideas and procedures for their present job (see Appendix IV, Table 54, p. 166). The second and third most often mentioned reason was to attain a goal they had set for themselves (39.6%), and to get a better job or move up in their present job (33.8%).

Similar reasons were given, with slight variation, by most respondents when analyzing this item by course content area. The one exception was those people taking a home economics course. In this case, the most frequently mentioned reason was to attain a goal they had set for themselves, followed by "to meet and interact with other people." The findings no doubt reflect the fact that most respondents taking the home economics courses indicated their primary occupation to be homemaker (see "Occupation," p. 37).

Type Facility Course Taken In--Survey respondents were asked to indicate the type of facility (e.g., high school, college, technical school, and so forth) in which they took their course. As the data indicate (see

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*Inasmuch as this question may be of importance to area schools, a special table (see Appendix IV, Table 53, p. 165) has been created which provides data relative to the source (how the respondent found out about the course), by area school.

Appendix IV, Table 56, p. 168), most of the respondents (30.1%) said they took their course in a high school. The second most frequently mentioned facility was a college or junior college (28.7%), while technical school was third (18.6%). Other facilities mentioned were "place of business," "community building," "hospital," and "commercial building."

Analysis of this item by course content area revealed a somewhat logical pattern. For example, most people taking a trade and industry course indicated they took the course in a technical school (33.2%) or college or junior college (31.5%), whereas people enrolled in health occupation courses mentioned college or junior college (36.6%) followed by hospital (27.7%).

Other Type of Facility Should Have Been Used--Interestingly, only nineteen respondents (2.9%) said that the course they took should have been offered in some other type of facility (see Appendix IV, Table 57, p. 169). Five of the nineteen said that the course should have been offered in a facility "more relevant" to the course under study, while four of the nineteen said it should have been offered in a "more convenient location." The reaminder either said "larger and nicer" or "smaller and nicer" facilities would have been more desirable. Analysis of this question by course content area was not significant.

Adequacy of Classroom Facilities--The respondents were asked to specify any classroom facilities, such as ventilation, heating, lighting, equipment, and so forth, which they thought were inadequate. As the data indicate (see Appendix IV, Table 58, p. 170), only fifty-five respondents (representing 8.3 percent of the survey participants) felt certain classroom facilities were inadequate. Of the fifty-five people responding to this item, twenty-one said that the ventilation in their classroom could have been improved.

Other facilities mentioned were "poor equipment," "more room," "noise," inadequate "desks," and poor "lighting."

Convenience of Hour of Day--Survey respondents were asked to indicate if the hour of the day they took the course was convenient for them. Almost all participants in the study (97.2%) said the hour of day was convenient for them (see Appendix IV, Table 55, p. 167). Most of those respondents who were dissatisfied with the hour (N = 18), indicated that "day hours" would have been more convenient. Analysis of this question by course content area was not significant.

Class Enrollment--The majority of the respondents (51.6%) said that there were between eleven and twenty people enrolled in their career education course (see Appendix IV, Table 51, p. 163). The next largest category (20.4%) said 21-30, while the third most frequently mentioned category was 2-10 students. Approximately two percent indicated their class to be fifty-one students or more. These class sizes were generally consistent when analyzed by course content area.

Questions Relating To Classroom Teacher

Hearing and Seeing the Teacher--Most of the respondents (95.9%) said they were able to see and hear everything the instructor was saying and doing, while twenty-six respondents indicated some problems in this area (see Appendix IV, Table 59, p. 171). Analysis by course content area was not significant.

Teaching Aids--Survey respondents were asked to indicate which of four types of teaching aids (movies, audio tapes, video tapes, and hand-outs) were used by their teacher. Approximately seventy-one percent of the respondents said "hand-outs" were provided by the instructor, with thirty-two percent indicating that movies were used (see Appendix IV, Table 61, p. 173). The third most often mentioned item was video tapes. Analysis by course content area revealed a similar pattern with the exception of office, business and distributive education, in which case audio tapes were used more often than video tapes.

Rating Teachers' Effectiveness--There were two questions on the research instrument having to do with rating or evaluating the teachers' effectiveness. When asked, "Did your teacher ask you to rate or evaluate his or her teaching effectiveness?" the majority (66.2%) said "no" (see Appendix IV, Table 63, p. 175). Analysis of this question by course content area revealed that approximately seventy-four percent of those persons taking home economics courses, and approximately seventy-one percent of those taking trade and industry courses indicated that their teacher did not ask them to rate or evaluate his or her teaching effectiveness. The data also indicate that those people enrolled in health occupation courses, more so than any other course content area, indicated that their teacher did request such a rating or evaluation.

The second question in this series asked the respondent to rate the overall teaching effectiveness of the teacher. As the data indicate (see Appendix IV, Table 62, p. 174), the vast majority (78.1%) rated the teacher as either "good" or "very good." Less than five percent of the respondents rated their teacher as being either "poor" or "very poor."

Analysis of this item by course content area reveals a similar pattern of response. Approximately eighty percent of the students taking office, business and distributive education courses rated their teachers as either "good," or "very good." The second highest ratings (78.9%) were noted for those instructors teaching home economics courses, with teachers in the area of health occupations and trade and industry courses receiving similar (76.6%) ratings.

Description of Teacher--Survey respondents were also asked to describe their teacher using one of four (subjective) descriptions. As the data indicate (see Appendix IV, Table 64, p. 176), most respondents (68.6%) said their teacher was a "very warm person and easy to talk with." The second most frequently mentioned description was "an average teacher" (22.0%), followed by a teacher who was "somewhat business-like; somewhat rigid" (8.3%). Less than two percent of the respondents felt their teacher was "very cold" and a "distant kind of person."

Analysis of this question by course content area revealed similar findings, with the one exception of teachers in health occupation courses. In this latter case, fewer students felt their teacher to be a "very warm person and easy to talk with," rather the student tended to rate the teacher as "average" to "business-like; and somewhat rigid."

Teachers' Use of Students' Personal Experiences--As the data indicate (see Appendix IV, Table 65, p. 177), approximately fifty-one percent of the students said that their teachers made use of the students' personal experiences and previously acquired skills. Approximately thirty-three percent said that their teachers used a great deal of the students' experiences and skills, while sixteen percent said that the instructor did not make use of any of the experiences and skills of the student. Analysis of this question by course content area revealed a similar pattern of responses.

Working With the Student on a One-to-one Basis--The majority of the students (63.3%) indicated that their teachers spent time with them individually, on a one-to-one basis (see Appendix IV, Table 66, p. 178). Analysis of this item by course content area revealed a similar pattern, with the exceptions of health occupation, and office, business and distributive education courses, in which cases the respondents indicated that their teachers spent less time working with them individually than did those teachers in the trade and industry, and home economics courses. Such findings are perhaps understandable in that trade and industry, as well as home economics courses, perhaps require (because of the subject matter) greater individual attention than do the other course content areas.

Out-of-Class Assignments--Most of the survey respondents (56.2%) said that they had "just the right number" of out-of-class assignments (see Appendix IV, Table 68, p. 180). Approximately twenty-eight percent said that no out-of-class assignments were given, while approximately seven percent indicated they had too few such assignments. Analysis of this question by course content area was generally insignificant, save for the expected observation of fewer such assignments given in trade and industry courses.

Overall Progress of Class--The overwhelming majority of the respondents (80.0%) said that the overall progress of their classes was "just right" (see Appendix IV, Table 68, p. 180). Six percent felt their class progressed too quickly, while fourteen percent said the class progress was too slow.

When considering this item by course content area, the data indicate that respondents having taken trade and industry, as well as office, business and distributive education courses, felt their classes moved somewhat too slowly, as compared with respondents in other course content areas.

Questions Dealing With Examinations And Grading

Type of Examination or Test Given--As the data indicate (see Appendix IV, Table 69, p. 181), approximately thirty-nine percent of the respondents said they were given a written examination during their course work. An almost equal number (36.2%) indicated they were not given any type of examination or test. The second most frequently given type of test was that of "application," followed by "oral examination."

Analysis of this question by course content area revealed somewhat different patterns regarding the type of examinations given. In the area of trade and industry, seventy-four percent of the respondents were given either a written, oral, or application examination, while in the area of health occupations, in excess of eighty percent of the respondents said that a written test was given. The most frequently mentioned type of examination given in the area of office, business, and distributive education was written.

Grading--For those respondents who received a grade (N = 252, 38.1%) the question was asked: ". . ., do you feel that the grade corresponded with your own feeling of personal accomplishment during the course?" The majority (84.1%) of those students receiving a grade felt that the grade they were given did, in fact, correspond with their own feelings of personal accomplishment during the course (see Appendix IV, Table 70, p. 182). Approximately ten percent said they were "not sure" whether the grade given was reflective of their own feelings of accomplishment, while approximately six percent said that the grade did not correspond with their own feeling regarding the matter. These latter two categories of respondents were asked to briefly explain their answer. Of the forty respondents in these categories, only seventeen provided reasons for their answers. The reasons cited were "the grade was too low" or "the grade was too high."

Type of Evaluation Preferred--Survey respondents were asked to indicate one or more of six types of evaluation or report of their progress they would have preferred (e.g., none, grade, oral report, written report, application, and/or other). As the data indicate (see Appendix IV, Table 71, p. 183), the largest single category (26.2%) said "none." The second and third choices were "grade" and "written report" (15.6% and 15.5% respectively).

Examination of this question by course content area reveals a somewhat similar pattern with the exception of health occupation in which case the respondents' first choice was a written report (33.0%), followed by oral report (21.4%). Interestingly, almost half of the survey respondnets taking home economics courses (47.2%) said that they preferred no type of evaluation or report regarding their progress and achievement.

Miscellaneous Questions Regarding Adult Education

Past Activities in Career Adult Education--Survey respondents were asked: "looking back, do you feel you should have started taking career adult education courses earlier in your life?" The majority (60.4%) replied "yes," while approximately twenty-nine percent said "no," with eleven percent being uncertain (see Appendix IV, Table 72, p. 184). This pattern was somewhat consistent when analyzing the question by course content areas, with the exception of respondents taking home economics courses, who tended to be somewhat more uncertain regarding the item.

For those respondents indicating that they should have started taking career adult education courses earlier in their lives, a second question was asked regarding why they were not able to do so. As the data indicate (see Appendix IV, Table 73, p. 185), most said they had too much to do at the time. Other reasons given were that they could not financially afford it, or they did not know career education courses were offered.

Future Activities in Career Adult Education--Because of the overall positive attitudes expressed by the survey respondents regarding the Career Adult Education program in Iowa, it was not surprising to find that an overwhelming majority (85.9%) said that they would enroll in another career adult education course if one is offered in an area of interest to them (see Appendix IV, Table 74, p. 186). Examination of this item by course content area revealed similar findings.

For those respondents who said they would not or were not sure of taking a career education course in the future, a variety of answers were provided as for reasons. Most indicated they did not have the time necessary for completing the course, while some indicated they did not need any other courses, or they were "too old." Interestingly, only one respondent said they "could not afford the cost" of such a course.

From the findings presented in this chapter, the principal investigators have developed a list of recommendations relative to the personnel needs of those people teaching or administering the adult education program in Iowa. Such recommendations, as well as a summary of the findings, is presented in the following chapter.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The following is a brief overview of the purpose, methodology, and findings of this study. The reader is cautioned in his use and interpretation of this brief summary; it is advisable that the reader thoroughly familiarize himself with the definition of terms (see Chapter I), as well as the Methods and Procedures and Analysis of the Findings chapters in order to better understand this summary, conclusions, and recommendations.

Introduction

The purpose of this study was to assess current adult education personnel needs in Iowa, and attempt to offer suggestions and recommendations to alleviate any unmet needs. "Personnel needs" was defined as determining what types of educational and training experiences are needed for those people who either teach or administer the adult education program in Iowa. Because of limited funds and time, the study was restricted to assessing the personnel needs of those people administering and teaching "career supplementary" courses (that is, courses designed to train, retrain or upgrade a student's competence in various occupational fields). Further the project was designed to study the hierarchy of needs as viewed by the three professional staff populations most directly responsible for the quality of adult career supplementary education in the State, as well as studying the consumer (student) of supplementary education. In keeping with this, the survey populations consisted of full-time directors of the adult education program in Iowa (herein titled administrators), part-time coordinators of the program (herein titled coordinators), part-time career supplementary teachers (herein titled teachers), and the student of the adult career education program (herein titled consumer). Each of these four populations constituted one phase of the study.

Methods and Procedures

The data collection technique used in each of the four phases of the study was the survey research method, which consisted of collecting the data via research questionnaires.

The first phase of the study consisted of conducting a workshop at Fort Dodge, Iowa, during the week of June 18, 1972. The workshop was attended by twenty-two administrators or administrative assistants. The purpose of the workshop was two-fold. First, to conduct an assessment of personnel needs (in adult education), as perceived by administrators, and secondly, to provide programming activities designed to give administrators experience with topics unique in the administration of adult education. During the workshop, the participants met in groups and, among other things, identified the (1) tasks and responsibilities, (2) strengths, and (3) personnel needs of (a) administrators, (b) administrative assistants, (c) coordinators, and (d) teachers of the career supplementary adult education program. Following this workshop, the principal investigators of this study developed a "needs assessment" questionnaire which was to be used in other phases of the study.

The needs assessment questionnaire focused on thirty-nine statements relative to the needs of teachers, as well as providing a series of questions dealing with the "necessity," "format," and "content" of in-service training programs. Approximately four months following the Fort Dodge meeting, this needs assessment questionnaire was mailed to those administrators and administrative assistants attending the workshop.

The second phase of the study consisted of surveying a group of thirty-nine teachers who had been selected for participation in the study. The teachers completed the need assessment questionaire while attending an Iowa Association for Public Continuing and Adult Education Conference held in Des Moines, Iowa, on October 13 and 14, 1972.

The third phase of the study consisted of surveying coordinators and asking them to complete the needs assessment questionnaire. This phase of the study was conducted by the University of Northern Iowa's Social Research Center (herein titled Center) during the months of May and June, 1973.

The final phase of the study, which was also conducted by the Center, consisted of contacting a sample of consumers who had taken career adult education courses in Iowa during Fiscal Year 1972. The Center developed a sample frame of 22,599 students who had taken such courses. From this frame, a ten percent sample was drawn proportionate to the number of students enrolled in each area school in the State. A special consumers' questionnaire was developed and pre-tested by the Center. On April 28, 1973, 2,260 questionnaires were mailed to those people selected for participation in this phase of the study. The Center also attempted to conduct a rather extensive state-wide publicity campaign regarding the survey in order to generate interest in the study and to increase the number of returns.

Analysis of the Findings

Fort Dodge Workshop

The needs perceived and identified by the workshop participants for administrators, administrative assistants, coordinators, and teachers should be of value to individuals responsible for developing the curriculum for workshops, conferences, and courses designed for those administering or teaching adult education programs.

In the case of the administrator, there was expressed a need for an educational program designed around topics which might be categorized as "techniques of management." Some topics suggested were "management by objectives," "time management," "techniques of delegation," and "budgeting." It seems safe to assume that the large percentage of administrators would participate in an educational program which dealt with the above topics. In addition to the techniques of management, the administrators expressed a strong desire to know more about the legislative process. In summary, it might accurately be stated that the administrator tends to feel that his greatest educational need was in the area of planning, organizing and controlling his adult educational responsibilities.

Regarding the needs of the administrative assistant, the workshop participants felt, that the greatest needs lie in the area of developing techniques to assess the educational and training needs of the community they serve. It was also felt, that the administrative assistant needed to develop a greater competence in the development of materials for (and the carrying out of) programs designed to upgrade the skill of the teacher. In addition, it was suggested that the administrative assistant should have an understanding of the overall philosophy of adult education and the community college (area school). And finally, it was suggested that administrative assistants needed to know more about personnel management.

The workshop participants felt that the needs of coordinators included special programs covering such topics as assessment of community education needs, techniques and methods of promoting adult programs, recruitment and selection of teachers, and a better understanding of the community college (area school) philosophy.

For the teacher, the most immediate needs are programs designed to include such topics as techniques of teaching adults, methods of evaluating teaching effectiveness, and counseling adult students. There seems to be a desire for materials which would help in the orientation of the teacher, as well as techniques of organizing and administering teacher training programs. In addition there is a need for in-service training programs designed to develop a "teacher's handbook."

Finally, the findings of the Fort Dodge workshop indicate that everyone in adult education seems to need some method by which they would be kept abreast of new trends and changes in adult education.

Needs Assessment Questionnaire

Analysis of the needs assessment questionnaire was based on the opinions of twenty-two administrators or administrative assistants, thirty-nine teachers, and 228 coordinators. The summary which follows is restricted to the "needs" and "in-service training program" portions of the questionnaire (a profile of the respondents is found on pp. 22-24 of this report).

Regarding the general needs of teachers (other than those needs related to teaching adults) the findings indicate a strong desire for each area school to have a media and/or curriculum center that provides teachers with help in the selection of course materials and guidance in the use of such materials. The second most important need was that teachers should become familiar with the techniques of teaching adults. Other important needs mentioned included the belief that teachers should have a better understanding of the overall picture of adult education, that teachers need to acquire a better understanding of how adults learn, and that teachers should be provided the opportunity to exchange ideas about subject matter and classroom techniques with other teachers in the state.

Concerning the needs of teachers "teaching adults," most respondents indicated that teachers should seek to identify and utilize the talents and experiences of each adult student in the class. Further, that adult students need individual recognition from the teacher for their personal accomplishment during the course, and that teachers should have their courses evaluated and their teaching effectiveness rated by the adult students. Other important needs were that teachers should be competent in the areas in which they teach, but most importantly, teachers should demonstrate empathy for the adult learner. And finally, it was felt that a fairly unstructured learning environment would be more conducive to an ideal learning situation for the adult student.

Aside from the needs assessment part of the questionnaire, coordinators and teachers were asked to comment on the "necessity," "format," and "content" of "in-service training programs." Most of the respondents felt such programs were necessary, with the suggested format being one-day "mini-sessions" held on the respondents' local school campus. The second most desirable format was two (three-day weekend) sessions, again held on the respondents' local school campus. Regarding the content of such programs, most respondents felt that the focus should be on the "psychology of how adults learn," with the second most important content area being "training in teaching techniques."

Consumers' Survey

Of the 2,260 questionnaire mailed to consumers of career adult education (Fiscal Year 1972), thirty-three percent were returned. Analysis of demographic and course content information provided by the respondents, as compared with known information, revealed that the survey respondents were generally representative with respect to area school, course content area, course content area by area school, and gender of the respondent by area school. A profile of the survey respondents is provided on pp. 36-38 of this report, and will not be discussed here.

Perhaps one of the most striking conclusions regarding the consumers' survey was the fact that most respondents looked upon the career supplementary program favorably. Very few criticisms were generated, and many of the areas of inquiry in which the principal investigators thought there might be negative feelings, did not materialize. Some of the findings were that consumers took career education courses in order to learn new ideas and procedures for their present job, or to attain a goal they had set for themselves. Most respondents were satisfied with the facilities in which the courses were offered, and most felt that classroom facilities, such as ventilation, heating, lighting, equipment, and so forth, were adequate. Further, that the hour of day the course was offered, was convenient for most students.

Most consumers were able to hear and see what the teacher was saying and doing in class, and (even though most were not asked to do so by their teacher) when asked to evaluate their instructor (on the questionnaire), most said that their teacher was "good" or "very good." Likewise, most survey respondents described their teacher as a "very warm person and easy to talk with." Approximately one-third of the consumers said they anticipated "personal weaknesses" in certain academic or subject matter areas at the time they enrolled in the course, but the majority of these respondents said that their teacher helped them overcome such feelings. Further, most said that their teacher worked with them on a one-to-one basis. Regarding grading, most of those respondents who received a grade indicated the grade they received did, in fact, correspond with their own feeling of personal accomplishment during the course. And finally, an overwhelming majority said that they would enroll in another career adult education course if one is offered in an area of interest to them.

Recommendations

Based on an extensive analysis of the findings of this study, the principal investigators recommend the following: (The order in which the recommendations are presented is insignificant; all recommendations are considered equally important.)

Educational Programs (for teachers)--

> An intensified state-wide teacher training program with special emphasis on methods and techniques of teaching adults. Ideally, such a program should be in the form of short-term educational programs focusing on such topics as "psychology of adult learners," "how adults learn," "barriers to adult learning," "theories and techniques of human relations."
>
> Programs for teachers in related subject matter areas for the purpose of exchanging ideas concerning curriculum and teaching techniques.

Programs which are designed to give teachers greater skill in the use of visual aids.

Programs (or printed materials) which would help teachers keep abreast of the adult education activities in the occupational areas in which they teach.

Programs which provide teachers with information concerning guidance and counseling technique.

Programs which are designed to instruct teachers in the methods of writing course objectives in "behavioral terms."

Education Programs (for administrators)--

Programs designed to develop management skills of administrators and administrative assistants.

Programs which would instruct administrators and administrative assistants on systems and techniques of identifying or assessing community educational needs.

Programs designed to assist administrators and administrative assistants in finding systems of evaluating teacher effectiveness.

Programs which are designed to provide educational topics beneficial to the combined groups of administrators, administrative assistants, coordinators, and teachers.

Other Recommendations

A system of communication should be developed which would transmit to those interested in adult education, information on such topics as "new trends," "status of legislation," "availability of resource materials," "teaching tips," and "programming ideas."

An informational "teacher handbook" should be designed and distributed on a state-wide basis for the purpose of providing instructional efficiency.

A clearinghouse or some system of distributing curriculum materials should be established on a state-wide basis.

A multi-media package (e.g., tape-slide presentation) should be developed dealing with such things as adult teaching techniques, theories of adult learning, proper use of audio-visual equipment, and community college (area school) concepts.

> Professional adult education associations should make a concerted effort to attract membership from all individuals engaged in adult education.

As was pointed out in the "Forward" to this report, "Until now, accurate information describing the needs of adult education [in Iowa] has been limited or non-existent." It was the purpose of this study to provide such information. It was also the intent of this study to provide information in areas heretofore not known, specifically the overall opinion of the consumers (students) of career adult education toward the courses in which they were enrolled. Finally, and most importantly, it is the hope of the principal investigators that the above stated "recommendations" do serve as guidelines in developing educational programs for professional adult educators, and that some, if not all, of these recommendations be implemented as soon as possible. Perhaps in doing so, the adult education program in Iowa, will be looked upon as one of the most progressive in the nation. To this end, this study is dedicated.

APPENDIX I

ADVISORY COMMITTEE

Larry Warford
Director of Adult Education
Iowa Central Community College
Administration Center
330 Avenue M
Fort Dodge, Iowa 50501

Lowell Hewitt
Director of Adult Education
Southeastern Iowa Community College
Administration Center
Highway 34, West
Burlington, Iowa 52601

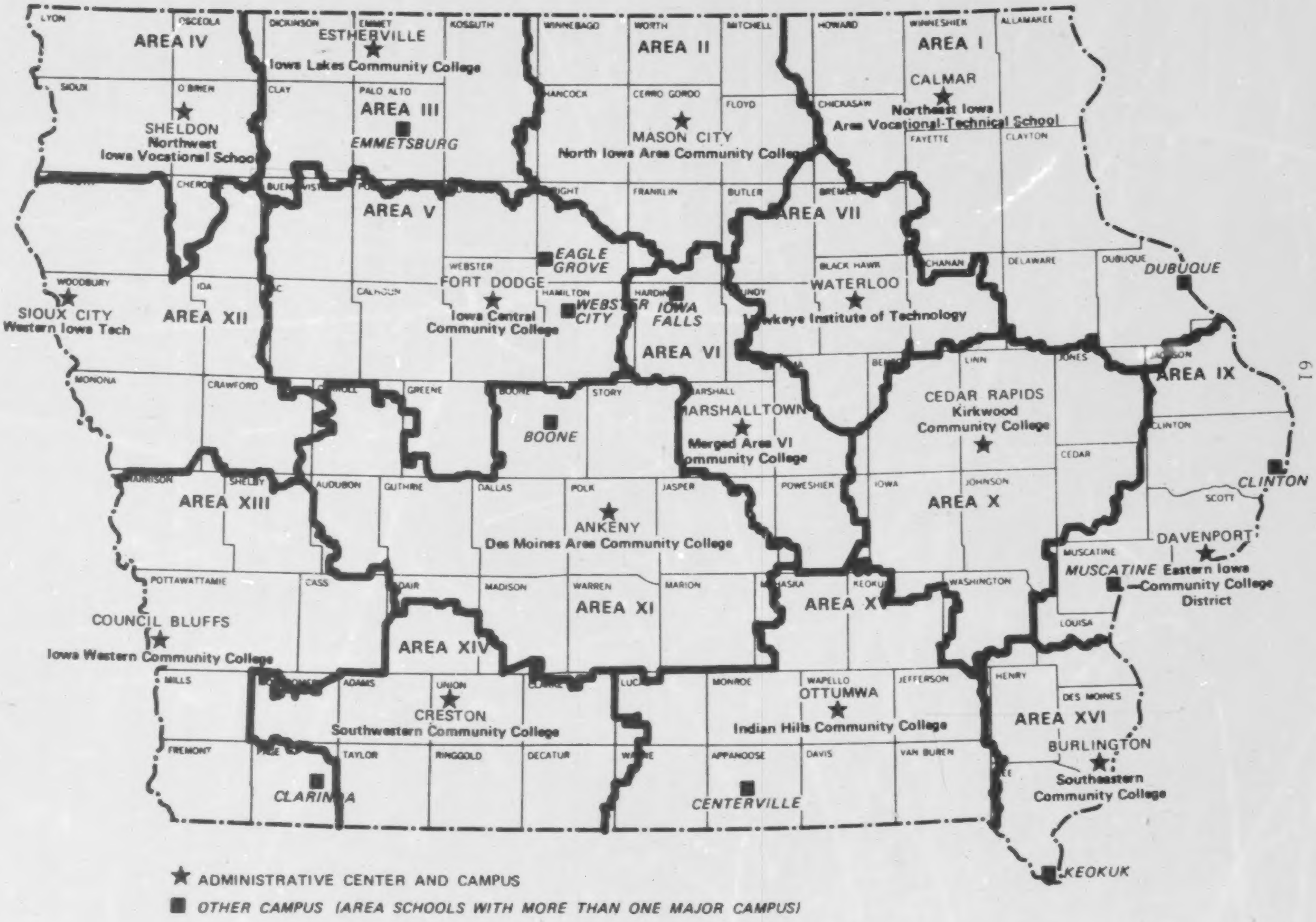
Nancy Mounts (Mrs. Charles)
2505 South Olive
Sioux City, Iowa 51106

Bee Dieken
Rural Route #2
Knoxville, Iowa 50138

Jerry Donaldson
Director of Adult Education
South Tama Community Schools
1010 Oswego
Tama, Iowa 52339

Elayne Blumhagen
218 Oregon Road
Cedar Falls, Iowa 50613

MERGED AREA SCHOOLS


AREA I
CALMAR
Northeast Iowa Area Vocational-Technical School
AREA II
MASON CITY
North Iowa Area Community College
AREA III
ESTHERVILLE
Iowa Lakes Community College
EMMETSBURG
AREA IV
SHELDON
Northwest Iowa Vocational School
AREA V
FORT DODGE
Iowa Central Community College
EAGLE GROVE
WEBSTER CITY
AREA VI
MARSHALLTOWN
Merged Area VI Community College
IOWA FALLS
AREA VII
WATERLOO
Hawkeye Institute of Technology
AREA IX
DUBUQUE
CLINTON
DAVENPORT
MUSCATINE
Eastern Iowa Community College District
AREA X
CEDAR RAPIDS
Kirkwood Community College
AREA XI
ANKENY
Des Moines Area Community College
BOONE
AREA XII
SIOUX CITY
Western Iowa Tech
AREA XIII
COUNCIL BLUFFS
Iowa Western Community College
AREA XIV
CRESTON
Southwestern Community College
CLARINDA
AREA XV
OTTUMWA
Indian Hills Community College
CENTERVILLE
AREA XVI
BURLINGTON
Southeastern Community College
KEOKUK
LYON
OSCEOLA
DICKINSON
EMMET
KOSSUTH
WINNEBAGO
WORTH
MITCHELL
HOWARD
WINNESHIEK
ALLAMAKEE
SIOUX
O BRIEN
CLAY
PALO ALTO
HANCOCK
CERRO GORDO
FLOYD
CHICKASAW
FAYETTE
CLAYTON
FRANKLIN
BUTLER
BLACK HAWK
DELAWARE
DUBUQUE
WEBSTER
HAMILTON
HARDIN
CALHOUN
WOODBURY
IDA
MONONA
CRAWFORD
GREENE
BOONE
STORY
LINN
JONES
JACKSON
CLINTON
CEDAR
SCOTT
HARRISON
SHELBY
AUDUBON
GUTHRIE
DALLAS
POLK
JASPER
POWESHIEK
IOWA
JOHNSON
MUSCATINE
POTTAWATTAMIE
CASS
MADISON
WARREN
MARION
KEOKUK
WASHINGTON
LOUISA
MILLS
ADAMS
UNION
MONROE
WAPELLO
JEFFERSON
HENRY
DES MOINES
FREMONT
TAYLOR
RINGGOLD
DECATUR
APPANOOSE
DAVIS
VAN BUREN
★ ADMINISTRATIVE CENTER AND CAMPUS
■ OTHER CAMPUS (AREA SCHOOLS WITH MORE THAN ONE MAJOR CAMPUS)

UNIVERSITY OF NORTHERN IOWA · Cedar Falls, Iowa 50613

Department of Business Education
and Office Administration
AREA 319 273-2750

Dear :

You are invited to attend a summer workshop for full-time adult education personnel. The workshop "Interdisciplinary Curriculum Development in Continuing Career Education," is being funded by a special grant from the "Education Professions Development Act--Part F" for the primary purpose of assessing the personnel needs of the full-time adult educator. This workshop is being sponsored by the Adult Education Division and Teacher Education Division, Iowa Department of Public Instruction, the Department of Business Education and Office Administration, University of Northern Iowa.

Workshop details can be found in the enclosed informational packet. The workshop is designed for the full-time adult educator; however, please note that at the present time, only two representatives can be accepted from each area school or public high school in the state. This decision was made in order to provide the best possible educational opportunity for the workshop participants. Another purpose of this decision was to try to have a good geographical and institutional representation.

Please return the pre-registration form found in your workshop packet even though you may not want graduate credit. If you have any questions, do not hesitate to contact me. I will hope to see you on June 18.

Sincerely,

Mrs. Aurelia Klink
Continuing Business Education
Department of Business Education and
  Office Administration
University of Northern Iowa

edb

Enclosures

INTERDISCIPLINARY CURRICULUM DEVELOPMENT IN CONTINUING CAREER EDUCATION

A WORKSHOP FOR FULL-TIME ADULT EDUCATION PERSONNEL

An Education Professions Development Act--Part F Project
Sponsored By:

Department of Business Education and
Office Administration
University of Northern Iowa
Cedar Falls, Iowa

Adult Education Division and
Teacher Education Division
Iowa Department of Public Instruction
Des Moines, Iowa

HOST INSTITUTION

Iowa Central Community College
Fort Dodge, Iowa

June 18 - 23, 1972

WORKSHOP THEME

This workshop is designed for full-time adult education personnel employed in the area vocational schools, area community colleges, and public high schools. Funding for the workshop is being provided by the "Education Professions Development Act--Part F." It will represent one phase of a total adult education assessment study.

A major workshop objective will be the assessment of Iowa's adult education personnel needs as perceived by the full-time adult education personnel. Secondary objectives will include the investigation of a "Quota System" method of measuring adult participation which will be comparable among the area schools and the analyzation of the "continuing education unit." In adition, mid-day sessions will acquaint workshop participants with some of Iowa's agencies and structures which have a significant role to play in adult and continuing education.

LOCATION

All meetings will be held in air-conditioned facilities on the Fort Dodge campus of Iowa Central Community College, Fort Dodge, Iowa.

DATE

June 18, 19, 20, 21, 22, and 23. The first session will begin at 7:00 p.m., Sunday, June 18, and the last session will adjourn at 1:00 p.m., Friday, June 23.

WORKSHOP STAFF

Mr. Curtis Gehling
Director of Field Service
Fox Valley Technical Institute
Neenah, Wisconsin

Mr. George Kinsler
Chief of the Trade and Industrial Division for the Wisconsin State Board of Vocational, Technical, and Adult Education
Wisconsin

Mr. Glenn Hansen
Teacher-Educator
Continuing Business Education
University of Northern Iowa
Cedar Falls, Iowa

Mrs. Aurelia Klink
Teacher-Educator
Continuing Business Education
University of Northern Iowa
Cedar Falls, Iowa

Resource Luncheon Speakers

Mr. C. J. "Chuck" Johnston
Chief, Adult Education Division,
Retired
Department of Public Instruction
Des Moines, Iowad

Dr. Duane Anderson
Professor
Higher Education Division
University of Iowa
Iowa City, Iowa

Mr. John Montgomery
Education Consultant/General Manager
Iowa Educational Broadcasting Network
KDIN
Des Moines, Iowa

Mr. Bob Beener
Counselor
Career Adult Education
Hawkeye Institute of Technology
Waterloo, Iowa

FEES

The fees for this workshop are paid by a grant received from the "Education Professions Development Act--Part F." However, should an enrollee wish to earn one or two hours of graduate credit, the fee is $35 per semester credit hour.

CREDIT ARRANGEMENT

Two semester hours of graduate credit may be earned by participating in the workshop. Enrollment for workshop credit will appear on an enrollee's credentials as "Problems--Adult Education, 17:170g." Those wishing to earn credit will need to complete a written project in addition to their attendance at the workshop sessions. For further information, contact Mrs. Aurelia Klink, Workshop Direcoor.

MEALS & LODGING

The "Education Professions Development Act--Part F" will provide most meals and the lodging for each workshop enrollee. Arrangements have been made for workshop enrollees to stay in the new air-conditioned dormitory facilities on the Fort Dodge campus of Iowa Central Community College. All linens and towels will be provided.

Meals will be served in the dormitory dining facilities.

Spouses are welcome to come at their own expense. Arrangements for married couples will be available in the dormitory facilities. For information concerning the costs involved, you may contact Mrs. Aurelia Klink.

TRAVEL ARRANGEMENTS

One round trip from each area school headquarters to the workshop site in Fort Dodge will be reimbursed. It is suggested that participants coming from an area school district should pool their travel via one automobile. For further information concerning travel arrangements, contact Mrs. Aurelia Klink.

WORKSHOP PARTICIPATION

In order to provide the best possible educational opportunities for workshop participants, and due to funding arrangements, only two representatives from each area school or public high school can be accepted without special advance permission from the workshop director.

PRE-REGISTRATION FORM

(Please Return by May 19, 1972)

Name____

Title____

Area School____________________________________

Address______________________________________

____________________________Zip____________

Check here if you wish to earn credit for the workshop. Enrollment information will be sent to your office.

Return to Mrs. Aurelia Klink, Department of Business Education,
University of Northern Iowa, Cedar Falls, IA 50613

P.S. Also, if you wish credit for the workshop, please return the enclosed one-page form to me as soon as you can. In addition, a $10 registration fee is required from those who have not been enrolled at UNI before. (Check made payable to University of Northern Iowa.)

INTERDISCIPLINARY CURRICULUM DEVELOPMENT IN CONTINUING CAREER EDUCATION

SCHEDULE FOR

June 18-23, 1972

Sunday, June 18, 1972

4:00 - 5:00 p.m.	Dormitory check-in.
6:00 - 7:00 p.m.	Informal Reception ICCC Dining Facilities, Fort Dodge Campus
7:00 - 9:00 p.m.	Welcome to Fort Dodge The Honorable Albert Habhab Mayor, City of Fort Dodge, Iowa Official Welcome to Iowa Central Community College Dr. Edwin Barbour, Superintendent Iowa Central Community College Fort Dodge, Iowa Comments from Adult Education Division, DPI Mr. Ken Russell, Supervisor, Adult Education Area Schools Division State Department of Public Instruction Des Moines, Iowa Orientation and Registration Mr. Larry Warford, Host Adult Education Director Iowa Central Community College, Fort Dodge, Iowa Mrs. Aurelia Klink, Workshop Director Teacher-Educator, Continuing Business Education University of Northern Iowa, Cedar Falls, Iowa

Monday, June 19, 1972

7:30 - 8:30 a.m.	Breakfast ICCC Dining Facilities
8:30 - 9:45 a.m.	"Quota System" Mr. Curtis R. Gehling Assistant Director-Field Services Fox Valley Technical Institute Neenah, Wisconsin Mr. George Kinsler Chief of the Trades and Industry Division Wisconsin State Board of Vocational, Technical and Adult Education Conference Room 44
9:45 - 10:00 a.m.	Coffee Break
10:00 - 11:30 a.m.	"Quota System" (Continued)

Monday, June 19, 1972

11:30 a.m. - 1:30 p.m.	Luncheon ICCC Dining Facilities "Needs Assessment as Perceived By a Chief of Adult Education" Mr. C. J. "Chuck" Johnston Chief, Adult Education Division State Department of Public Instruction Des Moines, Iowa
1:30 - 3:00 p.m.	"Quota System" (Continued) Conference Room 44
3:00 - 3:15 p.m.	Coffee Break
3:15 - 4:30 p.m.	"Quota System" (Continued)
5:15 p.m.	Dinner ICCC Dining Facilities
7:00 - 9:00 p.m.	"Informal Discussion Session with Mr. Gehling"

Tuesday, June 20, 1972

7:30 - 8:30 a.m.	Breakfast ICCC Dining Facilities
8:30 - 9:45 a.m.	"Quota System" (Continued) Mr. Curtis R. Gehling Assistant Director-Field Services Fox Valley Technical Institute Neenah, Wisconsin Conference Room 44
9:45 - 10:00 a.m.	Coffee Break
10:00 - 11:30 a.m.	"Quota System" (Continued) Work Session for School Districts
11:30 - 1:30 p.m.	Luncheon ICCC Dining Facilities "External Degree Programs" Dr. Duane Anderson, Professor Higher Education Division University of Iowa, Iowa City, Iowa
1:30 - 3:00 p.m.	"Assessment of the Professional Development Needs As Perceived By the Full-Time Adult Education Staff" Mrs. Aurelia Klink, Teacher-Educator University of Northern Iowa, Cedar Falls, Iowa
3:00 - 3:15 p.m.	Coffee Break
3:15 - 6:00 p.m.	"Assessment of Individual Needs"

Tuesday, June 20, 1972

6:00 p.m.	Dinner on your own (Announcement will be made at orientation session.)

Wednesday, June 21, 1972

7:30 - 8:30 a.m.	Breakfast ICCC Dining Facilities
8:30 - 9:45 a.m.	"Continuing Education Unit" Mr. Glenn Hansen, Teacher-Educator Continuing Business Education University of Northern Iowa, Cedar Falls, Iowa Conference Room 44
9:45 - 10:00 a.m.	Coffee Break
10:00 - 11:30 a.m.	"Continuing Education Unit" (Continued)
11:30 a.m. - 1:30 p.m.	Luncheon ICCC Dining Facilities "ETV and ALPS" Mr. John Montgomery Education Consultant/General Manager Iowa Educational Broadcasting Network KDIN Des Moines, Iowa
1:30 - 3:00 p.m.	"Continuing Education Unit" (Continued) Conference Room 44
3:00 - 3:15 p.m.	Coffee Break
3:15 - 4:30 p.m.	"Continuing Education Unit" (Continued)
5:15 p.m.	Dinner ICCC Dining Facilities
7:00 - 9:00 p.m.	"Assessment of the Professional Development Needs As Perceived By the Full-Time Adult Education Staff" Group Discussion Conference Room 44

Thursday, June 22, 1972

7:30 - 8:30 a.m.	Breakfast ICCC Dining Facilities
8:30 - 9:45 a.m.	"Assessment of the Professional Development Needs As Perceived By the Full-Time Adult Education Staff" (Continued) Mrs. Aurelia Klink Conference Room 44
9:45 - 10:00 a.m.	Coffee Break
10:00 - 11:30 a.m.	"Assessment of the Professional Development Needs" (Continued)

Thursday, June 22, 1972

11:30 a.m. - 1:30 p.m.	Luncheon ICCC Dining Facilities
	"Career Adult Education Counseling" Mr. Bob Beener Career Adult Education Counselor Hawkeye Institute of Technology, Waterloo, Iowa
1:30 - 3:00 p.m.	"Assessment of Personnel Needs as Perceived by the Teacher Educators and DPI" (Panel and Discussion)
	Dr. Glenn E. Holmes Professor, Adult Education Iowa State University, Ames, Iowa
	Dr. Art Burman Professor of Education University of Iowa, Iowa City, Iowa
	Mr. Ken Russell Supervisor, Adult Education, Area Schools Division State Department of Public Instruction Des Moines, Iowa
	Conference Room 44
3:00 - 3:15 p.m.	Coffee Break
3:15 - 4:30 p.m.	"Assessment of Personnel Needs as Perceived by the Full-Time Adult Education Staff" (Continued) Mrs. Aurelia Klink
5:15 p.m.	Dinner (Cookout Arranged)

Friday, June 23, 1972

7:30 - 8:30 a.m.	Breakfast - ICCC Dining Facilities
8:30 - 9:45 a.m.	"Assessment of Personnel Needs as Perceived by the Full-Time Adult Education Staff" (Continued) Mrs. Aurelia Klink
9:45 - 10:00 a.m.	Coffee Break
10:00 - 11:30 a.m.	"Assessment of Personnel Needs as Perceived By the Full-Time Adult Education Staff"
11:30 a.m. - 1:00 p.m.	Luncheon - ICCC Dining Facilities
	Workshop Summary and Evaluation
	Awarding of Certificates
1:00 p.m.	Adjournment of the Workshop

INTERDISCIPLINARY CURRICULUM DEVELOPMENT IN CONTINUING CAREER EDUCATION WORKSHOP PARTICIPANTS

AREA I

Mr. Larry Jenison
Adult Education Coordinator
Northeast Iowa Area Vocational School
142 Main Street
Calmar, IA 52132

AREA III

Mr. Milton Nolting
Coordinator of Continuing Education
Iowa Lakes Community College
Estherville, IA 51334

Mrs. Aileen Schacherer
Adult Health Occupations Coordinator
Iowa Lakes Community College
Estherville, IA 51334

Mrs. Sylvia G. Hall
Adult Home Economics Coordinator
Iowa Lakes Community College
Estherville, IA 51334

AREA V

Mr. Larry Warford
Adult Education Director
Iowa Central Community College
330 Avenue M
Fort Dodge, Iowa 50501

Mr. Tom Flagge
Coordinator, Adult Education
Iowa Central Community College
330 Avenue M
Fort Dodge, IA 50501

Mr. Mel Schroeder
Assistant Director
Adult Education
Iowa Central Community College
330 Avenue M
Fort Dodge, IA 50501

Mr. Gerald Tiffany
Coordinator, Adult Education
Iowa Central Community College
330 Avenue M
Fort Dodge, IA 50501

AREA VII

Mr. George Bennett, Director
Adult and Continuing Education
Hawkeye Institute of Technology
Waterloo, IA 50704

Mr. Bernie Padget, Coordinator
Adult Career Education
Hawkeye Institute of Technology
Waterloo, IA 50704

AREA IX

Sister Miriam George
Adult Education
Davenport Community Schools
1020 West Central Park
Davenport, IA 52803

AREA XI

Miss Melody Powell, Coordinator
Office Occupations Short Courses
Des Moines Area Community College
2006 Ankeny Blvd.
Ankeny, IA 50021

Mr. Lamar Gailey
Assistant Director for Adult and
Continuing Education
Des Moines Area Community College
2006 Ankeny Blvd.
Ankeny, IA 50021

AREA XII

Dr. Robert J. Rice
Director of Adult and Continuing
Education
Western Iowa Tech (Merged Area XII)
3075 Floyd Blvd.
Sioux City, IA 51105

Mr. Charles W. Campbell
Adult Education Supervisor
Western Iowa Tech (Merged Area XII)
3075 Floyd Blvd.
Sioux City, IA 51105

AREA XII

Mr. LeRoy J. Pickles, Coordinator
Adult Supplemental Education
Iowa Western Community College
2700 College Road
Council Bluffs, IA 51501

Mrs. Marilyn K. Schulte
Coordinator, Consumer Education
Iowa Western Community College
321-16th Avenue
Council Bluffs, IA 51501

AREA XV

Mr. Edwin E. Green
Director of Adult Education
Indian Hills Community College
Ottumwa Industrial Airport
Ottumwa, IA 52501

Mr. Enoch A. Weston
Department Chairman
Adult Career Education
Indian Hills Community College
Ottumwa Industrial Airport
Ottumwa, IA 52501

AREA XVI

Mr. Lowell Hewitt
Adult Education Director
Southeastern Iowa Community College
Highway 34 West, Box 1001
Burlington, IA 52601

Mr. Lionel S. Burkes, Coordinator
Adult and Continuing Education
Southeastern Community College
Highway 34 West, Box 1001
Burlington, IA 52601

UNIVERSITY REPRESENTATIVE

Mr. James McCord, Coordinator
Bureau of Education Research
C-20 East Hall
University of Iowa
Iowa City, IA 52242

UNIVERSITY OF NORTHERN IOWA · Cedar Falls, Iowa 50613

Department of Business Education
and Office Administration
AREA 319 273-2750

September 21, 1972

Dear :

As I am sure you are aware, the University of Northern Iowa is conducting a EPDA field study project entitled "Assessment and Programming for Personnel Development in Adult Education." One phase of this project is to assess the personnel needs of instructors of adult supplementary career education. We plan to gather the necessary data from a selected sample of instructors of adult career supplementary courses in conjunction with the IAPCAE Conference. In order to do this, I need your assistance in helping select those teachers which will make up the sample population.

If each adult division would bring five adult career supplemental teachers to the IAPCAE Conference, this would be a sufficient sample for our study purposes. The teachers you select should have instructed an adult career supplemental class between September 1, 1971, and August 31, 1972. Each teacher attending will be reimbursed for meals, hotel accommodations, and transportation to and from Des Moines, the details of which will be given you at a later date.

In order to be assured that we have a sufficient number of teachers attending, I will need the names and addresses of the five teachers who will be attending from your area school by October 6, 1972. When you have selected the five from your institution who will attend, please complete the enclosed form and return it to me.

These teachers attending the IAPCAE Conference will meet as a part of this study from 12:00 to 2:00 p.m. on Friday, October 13, and from 9:00 to 11:30 a.m. on October 14. They are free at all other times to participate in other conference activities.

I am aware that it will not be easy for each of you to find five adult supplementary career education eeadhers who have the time to be a part of this study, but I hope that you will make an all-out effort to bring five if possible.

Please contact me if you have some question concerning this request. Thank you very much for your assistance in this matter, and I will look forward to receiving the names of those from your institution planning to attend and participate.

Sincerely yours,

Glenn Hansen
Continuing Business Education

Enclosure

UNIVERSITY OF NORTHERN IOWA · Cedar Falls, Iowa 50613

Department of Business Education
and Office Administration
AREA 319 273-2750

TO: Part-Time Career Supplementary Teachers

FROM: Glenn Hansen, University of Northern Iowa

DATE: October 9, 1972

SUBJECT: EPDA SESSIONS AT IAPCAE

The adult director from your area vocational school has forwarded your name and address and indicated that you will be attending the IAPCAE Conference and while there participate in our EPDA study. As you may know, the first meeting for the EPDA participants will be at 12 noon on Friday, October 13. We will meet from 12:00 until 2:00 p.m. and then again from 9:00-11:30 a.m. on Saturday, October 14. Detailed information concerning this study will be given you on Friday, but in general our purpose will be to try to determine with your help the personnel needs of Iowa's part-time career supplementary teachers.

You may pick up your tickets for the Friday noon, Friday evening banquet, and Saturday noon luncheon at the registration table when you arrive. The cost of these meals will be paid for by the grant provided for this EPDA Needs Assessment Study.

The grant which provides for this Needs Assessment Study has funds to provide for your over-night accommodations should you need them as well as meals and transportation to and from Des Moines. I will explain the procedures for reimbursing you for these expenses at our Friday meeting.

Thank you so much for your willingness to participate. I will look forward to seeing you on Friday, October 13, in Des Moines.

arb

PROGRAM

FRIDAY, OCTOBER 13

8:30-10:00 A.M.

Registration and Coffee—Assembly Room (Mezzanine)

10:00 A.M. General Session Terrace Room

Welcome—The Honorable Robert D. Ray, Governor of Iowa

Speaker—"The Community School Concept"
Dr Howard McClusky, Professor, Adult Education, University of Michigan

IAPCAE Business Meeting—Lamar Gailey, President IAPCAE

12:00 Noon-2:00 P.M. (Luncheon Meetings) Hotel Savery

Part-time Career Education Instructors Rooms 308-314
(Chm. Glenn Hansen, University of Northern Iowa)

Health Occupations Coordinators East Room
(Chm. Lois Culbertson, Indian Hills Community College)

Area and Local School Directors & Coordinators Iowa Room
(Chm. Ed Green, Indian Hills Community College)

Adult Career Coordinators Pub
(Chm. Bernie Padget, Hawkeye Technical Institute)

Home Economics Coordinators West Room
(Chm. Mavis Kelley, Dept. of Public Instruction)

High School Completion and Independent Learning Center Personnel

HOTEL KIRKWOOD (1 BLOCK SOUTH OF SAVERY)

Speaker—Mr. Peyton Hutchison Orchard & Arbor Rooms
Detroit Public Schools Adult Division, Detroit, Michigan

COUNTY FAIR TOPICS Hotel Kirkwood

1. Programmed & Audio-Visual Materials Room 1130
2. High School Credit Room 226
3. Pre-Vocational & Vocational Programs Room 924
4. How to Teach English in Preparation for the GED Test Room 824
5. How to Teach Math in Preparation for the GED Test Room 806
6. How to Teach Reading Comprehension in Preparation for the GED Test Room 224
7. What's in the GED Test Colonial Room
8. Working with the Beginning Level Student Garden Room
9. Teaching the Handicapped Adult (Special Needs - Institutions) Room 1026
10. Understanding the Minority Adult Student Room 246
11. Student-Teacher Relationship-How to Relate Garden Room

2:15-4:30 P.M. Hotel Savery

Discussion Groups: Time is allowed for attendance in two groups; 2:15 to 3:15 and 3:30 to 4:30 P.M.

Topic 1 The Community School Concept Iowa Room
Stimulator: Howard McClusky

Topic 2 The Continuing Education Unit East Room
Stimulator: Glenn Hansen

Topic 3 Educational Television for Adults Parlor A
Stimulator: John Montgomery
Iowa Educational Broadcasting Network

Topic 4 Nontraditional Degree Programs for Adults Parlor C
Stimulator: Thomas Hannum
Iowa State University

Topic 5 Adult Career Education West Room
Panel Discussion:
Problem Solving in Adult Career Ed.

Topic 6 Health Occupations Meeting East Room
(Panel Discussion Continued from noon luncheon)

4:30-6:00 P.M. Social Hour Assembly Room

6:30 P.M. Conference Banquet Terrace-Des Moines Rooms
Speaker—Mr. Gary Eyre
Executive Director, President's National Advisory Council for Adult Education, Washington, D.C.
"Basic Components for New Federal Legislation in Adult Continuing Education"

IAPCAE Election Results George Bennett
IAPCAE Awards Presentations Awards Committee

SATURDAY, OCTOBER 14

Hotel Savery

9:00-10:00 A.M.

Discussion Groups

Group 1 "Promotion of Adult Education" East Room
Peter Bryant, Kirkwood Community College
Chuck Fleishman, Area VI Community College

Group 2 "Teacher Training—Increasing Student Involvement" Parlor A
Arnold Freitag, University of Northern Iowa

Group 3 "Teacher Recruitment" Parlor B
Jerry Jackson, Des Moines Public Schools
Dorothy Hanisch, Hawkeye Institute of Technology

Group 4 "Continuing Education Unit" Iowa Room
Aurelia Klink, University of Northern Iowa

Group 5 "Education Television for Adults" West Room
John Montgomery, IEBN

Group 6 Health Occupations Coordinators Pub
Lois Culbertson, Indian Hills Community College

Group 7 Consumer and Homemaking Programs for Adults Parlor D
Mavis Kelley, Department of Public Instruction

Group 8 "Curriculum and Program Ideas" Room 308-314
Conrad Dejarden, Area VI Community College
George Bennett, Hawkeye Institute of Technology

Group 9 "Professional Development for Adult Education Through Iowa's Universities" Parlor C
Art Burman, State University of Iowa
Glen Holmes, Iowa State University
Clarence Thompson, Drake University
Barry Reece, University of Northern Iowa

Group 10 EDPA—Part-Time Career Education Instructors Ballroom
(Limited to selected group)
Glenn Hansen, University of Northern Iowa

10:00-10:30 A.M. Coffee Break Assembly Room

10:30-11:30 A.M.

Continuation of discussion groups. Participants are invited to attend another group of their choice.

11:30 A.M. General Session Terrace Room
Speaker—Dr. Robert Benton
State Superintendent of Public Instruction
"It's Good For Kids"

IAPCAE Awards Presentation Awards Committee
Closing Remarks

1:30 P.M. Conference Adjournment

PART-TIME CAREER EDUCATION INSTRUCTORS

PHASE III

AGENDA

Friday, October 13, 1973

TIME	ACTIVITY
12:00 noon	Pre-lunch Fill out forms Lunch
1:00 p.m.	Introduction (a) problem (why we need to assess needs) (b) overview of the total project (c) explanation of Phase III (d) role of this group (e) use of the results
1:15 p.m.	Distribute questionnaire (a) go over instructions (b) fill out questionnaire
2:00 p.m.	Information about tomorrow's meeting (a) time and place

Saturday, October 14, 1973

9:00 a.m.	A. Introduction 1. Two goals for today's meeting a. Generate list of needs not included in questionnaire (see yesterday's schedule) b. Develop guidelines for a pre-service training program for part-time career teachers
9:15 a.m.	B. Break into small groups (by number) 1. Objective--generate list of needs not included in questionnaire 2. Introduce group facilitators 3. Explain role of facilitators 4. Have facilitators distribute at two different times:

        a. one handout per member plus later one questionnaire per member

    5. Directions:

        a. Each member of each group will list all needs on one handout

        b. After similarities, discrepancies and/or rewording as necessary, all group members copy list of needs on the handout.

        c. Go over instructions for filling out the handout

    6. Group Session

10:00 a.m. Coffee Break (20 minutes)

10:20 a.m. C. Back into (same) small groups (1 hour)
    1. Objective--develop guidelines for a pre-service training program for P-CATS

        a. Have facilitators pass out handouts

        b. Explanation of handout

        c. Role of facilitators

11:20 a.m. D. Closing

ADMINISTRATION OF PHASE III

Director:	Facilitators:
Mr. James McCord	Mr. Bernie Padget Mr. Richard Vickers Mr. Brad Pietens Miss Melody Powell Mr. Larry Warford

APPENDIX II

PROFESSIONAL STAFF, AND CONSUMERS' SURVEY MATERIALS

Social
Research
Center

UNIVERSITY OF NORTHERN IOWA
CEDAR FALLS, IOWA 50613

319 273-2105

May 22, 1973

Dear :

The Iowa State Department of Public Instruction has contracted the University of Northern Iowa to conduct a comprehensive study of the Career Adult Education Program in Iowa. The purpose of the study is to project Career Education needs in the state. The study is sponsored by the Department of Health, Education and Welfare, Washington, D. C., and is the first of its kind ever conducted in the United States.

Your name has been submitted to us as one who is or has been a part-time coordinator of Career Education programs. Because of your experience with the program, we are writing to ask for your participation in our study.

Enclosed are two questionnaires which we would appreciate your completing and returning in the postage-paid envelope provided. How you personally answer the questions will be known only to you since we do not ask for your name. We have also enclosed a card which we would appreciate your completing and returning. This card will allow us to complete our survey activities without bothering you with follow-up letters.

This study should be of immense value in the programming of future Career Adult Education courses in Iowa. As a part-time coordinator, you are one of a few hundred experienced people we can call on to provide assistance in assessing the Career Education program. We are certain that by your participation our study will be more reliable.

Thank you for your attention to this matter. We are looking forward to receiving your completed questionnaire within the very near future.

Respectfully,

Robert E. Kramer
Director

REK/mbs

Enclosures

NEEDS ASSESSMENT OF PART-TIME TEACHERS IN CAREER SUPPLEMENTARY PROGRAMS

This questionnaire should require no more than 30 minutes to complete. When you have finished, go back through the questionnaire and record on the blank sheet attached to this instrument any needs you feel should have been included.

Please be frank and honest in your answers.

A. General Background Information

1. Please indicate your age by checking (✓) the appropriate box below.

_____20-29 _____30-39 _____40-49 _____50-59 _____60-69

2. Please indicate your sex by checking (✓) the appropriate box below.

_____male _____female

3. In what area are you employed full-time? (check one)

_____Adult Education
_____Elementary or Secondary Teacher: Technical-Vocational courses
_____Elementary or Secondary Teacher: Non-Vocational courses
_____Teacher in Iowa Area School: Vocational-Technical courses
_____Teacher in Iowa Area School: Arts and Science Division
_____Business or Industry
_____Health Delivery Systems
_____Other (briefly explain)____________________

4. Check the space below which indicates your highest degree earned.

_____Eighth Grade Diploma
_____High School Diploma
_____A.A. Degree
_____Bachelors Degree
_____Masters Degree
_____Educational Specialist
_____Doctorate

5. In which career supplementary area do you teach? (check one)

_____Not appropriate (full-time in Adult Education)
_____Health Occupations
_____Home Economics
_____Business, Office, and Distributive Education
_____Trade and Industrial
_____Agriculture

6. How many years have you taught adult education classes? (check one)

_____First Year _____2-5 Years _____6-9 Years _____10-13 Years

_____Over 13 Years

B. This section refers to the term "major need" frequently and should be interpreted as meaning needs of definitely greater or major importance. Indicate your feelings about the needs of Part-Time Career Adult Teachers Supplementary (P-CATS) by checking the appropriate blank, where

SA = Strongly Agree
A = Agree
U = Uncertain
D = Disagree
SD = Strongly Disagree

The "Uncertain" blank should be checked only when you have no feelings one way or the other about the "need" in question.

7. One of the major needs is for (P-CATS) to have a better understanding of the over-all picture of Adult Education.

______SA ______A ______U ______D ______SD

8. One of the major needs is to acquire better counseling and guidance techniques (for classroom use).

______SA ______A ______U ______D ______SD

9. One of the major needs is to have a better over-view of the occupational area (in which you are teaching).

______SA ______A ______U ______D ______SD

10. One of the major needs is to provide opportunities for (P-CATS) in related areas to exchange ideas about subject matter and classroom experiences.

______SA ______A ______U ______D ______SD

11. One of the major needs is to have more teachers join and be involved in Adult Education Associations.

______SA ______A ______U ______D ______SD

12. One of the major needs is to have a better understanding of the community college philosophy and its operation.

______SA ______A ______U ______D ______SD

13. One of the major needs is a teacher training packet or handbook.

______SA ______A ______U ______D ______SD

14. One of the major needs is to acquire a better understanding of how adults learn.

______SA ______A ______U ______D ______SD

15. One of the major needs is to have part-time career teachers participate in human relations training programs.

______SA ______A ______U ______D ______SD

16. One of the major needs is to become more familiar with techniques for teaching adults.

______SA ______A ______U ______D ______SD

17. One of the major needs is to become more familiar with the skills needed to write good tests.

______SA ______A ______U ______D ______SD

18. One of the major needs is help with the selection of the most appropriate course textbook(s)

______SA ______A ______U ______D ______SD

19. One of the major needs is higher salaries for part-time career education teachers.

______SA ______A ______U ______D ______SD

20. One of the major needs is increased personal help (one-to-one basis) from the full-time director or coordinator.

______SA ______A ______U ______D ______SD

21. One of the major needs is to acquire greater skills in the development and appropriate use of visual aids.

______SA ______A ______U ______D ______SD

22. One of the major needs is train (P-CATS) in recruitment procedures and techniques (to get adults who can profit from adult career education into class).

______SA ______A ______U ______D ______SD

23. One of the major needs is to find (P-CATS) who are trained to teach specific ethnic groups.

______SA ______A ______U ______D ______SD

24. One of the major needs is to improve general communication between the (P-CAT) and the Area Director.

______SA ______A ______U ______D ______SD

25. One of the major needs is to provide more opportunities (seminars, workshops,etc.) where (P-CATS), local school coordinators and the full-time area school people can share ideas and voice concerns.

______SA ______A ______U ______D ______SD

26. One of the major needs is to improve the (P-CAT's) competence in the area he/she teaches.

______SA ______A ______U ______D ______SD

27. One of the major needs is to solve the problems that interfere with adult learners getting to the classroom, i.e. transportation problems, finding babysitters, etc.

______SA ______A ______U ______D ______SD

28. One of the major needs of (P-CATS) is to receive academic credit for the workshops, seminars and other training activities they attend.

______SA ______A ______U ______D ______SD

C. This section deals with a variety of concerns, ideas and perceptions relevant to the task of teaching adult learners. Please indicate your feelings about these items by checking the appropriate blank.

29. Teaching adults is little different from teaching regular "school age" students.

______SA ______A ______U ______D ______SD

30. Having adult students compete with each other on achievement tests (paper-pencil or performance) motivates them to study more and they subsequently get more out of the course.

______SA ______A ______U ______D ______SD

31. Adult students need individual recognition from the instructor for their personal accomplishments during the course.

______SA ______A ______U ______D ______SD

32. Teachers of adults should seek to identify and utilize the talents and experiences of each adult student in the class.

______SA ______A ______U ______D ______SD

33. Adult education teachers should have their courses evaluated and their teaching effectiveness rated by the adult students.

______SA ______A ______U ______D ______SD

34. Course evaluations and teacher-effectiveness ratings (by the student) should be seriously considered by the Adult Education Director as a basis for future employment, salary increases and other promotional considerations for the (P-CAT).

______SA ______A ______U ______D ______SD

35. Special pre-service orientation programs that require the (P-CATS) to be away from home for several days at a time are not necessary.

______SA ______A ______U ______D ______SD

36. (P-CATS) need more autonomy in the design and content selection for the courses they teach.

______SA ______A ______U ______D ______SD

37. Taking attendance may be a "childish" idea but it remains a good indicator of the adult learner's attitude about the course.

______SA ______A ______U ______D ______SD

38. Adult students need a fairly unstructured learning environment, i.e. provisions for smoking in class, drinking coffee or soft drinks in class, just moving about freely in class, etc.

______SA ______A ______U ______D ______SD

39. Each Area College should have a "media and/or curriculum center" that provides (P-CATS) with help in the selection of course materials and guidance in the appropriate use of them.

______SA ______A ______U ______D ______SD

40. There is a definite need in career supplementary programs for more counselors.

______SA ______A ______U ______D ______SD

41. Counselors serving adult career programs do not seem to be adequately trained for vocational guidance purposes.

______SA ______A ______U ______D ______SD

42. The drop-out rate in career supplementary programs is generally too high.

______SA ______A ______U ______D ______SD

43. Generally too much is expected of the (P-CAT) for the salary he/she receives

______SA ______A ______U ______D ______SD

44. (P-CATS) must be competent in the area they teach, but the most important requirement for effective adult teaching generally is "empathy."

______SA ______A ______U ______D ______SD

45. The physical facilities provided for teaching career supplementary courses are adequate.

______SA ______A ______U ______D ______SD

GUIDELINES FOR A PRE-SERVICE TRAINING PROGRAM

The purpose of this sheet is to gather your ideas about the (a) necessity, (b) format, and (c) content for a pre-service training program.

A. Necessity

1. As you look back on your initial experience in teaching adults and on your experience since, do you believe that a pre-service training program is necessary? (check one)

_______ necessary _______ not sure _______ unnecessary

B. Format

1. If you did decide that participation in a pre-service program was a necessary and worthwhile activity, what format do you think would be most desirable? Please rank-order the following alternatives: "1" means most desirable and "7" means least desirable.

_______ One week comprehensive program on the campus of one of the state universities during the summer.
_______ One week comprehensive program on a regional basis, i.e. divide Iowa geographically into four quadrants and present the program on a centrally located area school campus in each quadrant (during the summer).
_______ Two three-day (weekend) sessions on your area school campus (no overnight trips).
_______ Mini-session (one day) on your area school campus.
_______ Series of two three-hour blocks of time held one night each week for 6-8 weeks on your area school campus.
_______ No pre-service training; present in-service training programs are sufficient.
_______ Individual training packets (a self-contained programmed learning package) that works similar to a correspondence home-study course.

C. Content

Rank-order the following activities as possible content for a pre-service training program: "1" means most important and "10" means least important.

_______ Development and guidance in the appropriate audio-visual aids.
_______ Training in how adults learn (psychology of how adults learn).
_______ Training in counseling and guidance of adults.
_______ Training in the recruitment and retention of adult learners.
_______ Technical updating of new competencies and issues in your subject field.
_______ Training in teaching techniques (use of large and small groups and individualized instruction).
_______ Training in selection of appropriate course materials.
_______ Introduction to the community college concept and orientation to the role of Adult Education.
_______ Training in the broad concept of evaluation (including student, course and instructor evaluations) and in the appropriate use of results.
_______ Training in the skills, knowledge, and attitudes necessary to work with adults who have "special needs" (handicapped, minority groups, and economically disadvantaged).

Social
Research
Center

UNIVERSITY OF NORTHERN IOWA
CEDAR FALLS, IOWA 50613

319 273-2105

Hello,

We are conducting a state-wide survey on Career Adult Education. Your name appeared in a scientifically selected random sample of all people who have taken Career Education courses in Iowa in the past eighteen months. The purpose of the study is to provide the State Department of Public Instruction with information regarding your opinion of the most recent Career Education course you have taken.

This survey, sponsored by the Department of Health, Education and Welfare, Washington, D.C., is the first of its kind ever conducted in the United States. This federal agency will be examining the results of our study and will be making decisions whether to conduct similar surveys in other states; therefore your opinion is extremely important in many ways.

We would appreciate your completing the enclosed brief questionnaire and returning it at your earliest convenience in the postage-paid envelope provided. How you personally answer the questions will be known only to you since we do not ask for your name.

Through your participation in this study, you will be providing information which will be used in assessing the career education program in Iowa.

Thank you for your attention to this urgent matter.

Respectfully,

Robert E. Kramer
Director

Enclosures

SOCIAL RESEARCH CENTER
UNIVERSITY OF NORTHERN IOWA

CAREER ADULT EDUCATION SURVEY

Directions: We would appreciate your answering the following questions by checking or filling in the answer. Please remember, we are interested in your opinions concerning the most recent career adult education course you have taken.

1. What is the title of the most recent career adult education course you have taken? ____________________

2. In what city did you take this course? ____________________

3. Approximately how many people were enrolled in this class (please specify number)? ____________________

4. How did you find out about the course offering (please check all that apply)?

____Newspaper
____Radio announcement
____Television announcement
____Bulletin
____Previous course
____Other (please specify)____________________
____

5. Listed below are some reasons people take career adult education courses. Please check all those reasons which may have applied in your case.

____To get a better job or move up in my present job
____To learn new ideas and procedures for my present job
____To attain a goal I set for myself
____To meet and interact with other people
____To help my children or other family members with their studies or jobs
____Other (please specify)____________________

6. Was the hour of day you took the course convenient for you?

____Yes
____No (please explain)____________________

7. In which of the following types of facilities did you take the course?

____Junior High School
____High School
____College or Junior College
____Technical School
____Other (please specify) ____________________

8. If you think the course should have been offered in some other type of facility, please specify the type of facility:

9. If you think the classroom facilities such as ventilation, heating, lighting, equipment, and so forth, were not adequate, please specify which classroom facilities were inadequate:

10. While in the classroom, were you able to see and hear everything the instructor was saying and doing?
____Yes
____No (please explain)________________________________

11. When you first enrolled in the course, in which of the following areas, if any, did you feel you might have trouble (please check all that apply)?
____Reading
____Writing
____Spelling
____Arithmetic
____Other (please specify)____________
____

If you checked any of the above items, did your teacher help you overcome some of these feelings?
____Yes ____No ____Not sure

12. Which of the following teaching aids, if any, were used by your teacher (please check all that apply)?
____Movies
____Audio tapes
____Video tapes
____Hand-outs

13. How would you rate the over-all teaching effectiveness of the teacher?
____Very poor
____Poor
____Average
____Good
____Very good

14. Did your teacher ask you to rate or evaluate his or her teaching effectiveness?
____Yes ____No

15. Which one of the following best describes your teacher?
____A very warm person and easy to talk with
____An average teacher
____Somewhat businesslike; somewhat rigid
____Very cold; a distant kind of person

16. To what extent, if any, did the teacher make use of your personal experiences and previously acquired skills?
____None
____Some
____A great deal

17. Did your teacher spend any time working with you individually, on a one-to-one basis?
____Yes ____No

18. Did you feel you had too many, too few, or just the right number of out-of-class assignments?
____Too many
____Too few
____Just the right number
____None given
____Other (please specify) ________________________________

19. How would you rate the overall progress of the class?
____The class moved too fast for me
____The class moved too slowly for me
____The rate of progress was just right for me

20. Which of the following best describes the type of test or examination given, if any, during your course work (please check all that apply)?
____None
____Written (paper and pencil)
____Oral (spoken)
____Application (demonstrating a technique)
____Other (please specify) ________________________________

21. If you received a grade, do you feel that the grade corresponded with your own feelings of personal accomplishment during the course?
____Yes
____No
____Not sure

If you answered NO or NOT SURE, please briefly explain your answer.

22. What type of evaluation or report of your progress and achievement would you have preferred, if any (please check all that apply)?
____None
____Grades (traditional A, B, C, and so forth)
____Oral report
____Written report
____Application (demonstrating a technique)
____Other (please specify) ________________________________

23. Looking back, do you feel you should have started taking career adult education courses earlier in your life?
____Yes ____No ____Not sure

If you answered YES, please check those reasons you did not take such courses earlier in your life.
____Could not financially afford it
____Had too much to do at the time
____Lacked self-confidence; didn't feel I could keep up
____Did not know career education courses were offered
____Other (please specify)____________________

24. Will you enroll in another career adult education course if one is offered in an area of interest to you?
____Yes ____No ____Not sure

If you answered NO or NOT SURE, please briefly explain your reasons:

In order to know something about people participating in this survey, we would appreciate your answering the following background information questions.

25. Approximately how many other career adult education courses have you taken, if any (please specify number)?____________

26. What is your sex? ____Male ____Female

27. What was your age at the time you took the course (please specify years)?____________________

28. What was the last grade you completed in school at the time you took the course (please specify the grade completed at the time)?____________________

29. What was your marital status at the time you took the course?
____Single
____Married
____Separated
____Divorced
____Widowed

30. What was your primary occupation at the time you took the course?____________________

THANK YOU FOR YOUR COOPERATION

RADIO AND TELEVISION STATIONS IN IOWA WHO REPORTED HAVING PROVIDED PUBLIC SERVICE ANNOUNCEMENTS FOR THE CONSUMERS' SURVEY

Stations	Number of Announcements	Total Time (in minutes)
KLFM (Ames)	2	0.5
KCIM (Carroll)	3	5.0
KCOE (Cedar Rapids)	26	17.3
KWMR (Cedar Rapids)	10	7.5
KCHA (Charles City)	15	7.5
KRIT (Clarion)	5	5.0
KROS (Clinton)	10	6.0
KDMI (Des Moines)	22	19.5
KDPS (Des Moines)	5	5.0
KFJB (Marshalltown)	*	5.0
KGLO (Mason City)	7	*
KDVN (Sioux City)	10	1.7

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*Not specified

APPENDIX III

LISTS, SUMMARIES, AND TABLES OF THE FORT DODGE WORKSHOP, AND NEEDS ASSESSMENT SURVEYS

Note.--The designation "SR/ND" which is used on Tables 1-46 is an abbreviation of "Spoiled Response/No Data."

NEEDS OF FULL-TIME ADMINISTRATORS

COMMITTEE I

A. An Understanding of Legislation - Legislature
  1. Process
  2. Affecting legislation

B. Effective Planning in Development of the Total Program, Staff, and Budget (Perhaps three different workshops)
  1. Developing competencies of the staff members, creating a staff feeling of involvement in the adult program planning and operation, delegating staff responsibility
  2. Influencing the local budget and promotion of budget items
  3. Being able to analyze area community*
    a. population
    b. needs
    c. agencies
    d. resources

*A workshop similar to the Wisconsin presentation on the Quota System with more time.

COMMITTEE II

A. Legislation
  1. Knowledge
  2. Development
  3. Implementation
  4. Resources
  5. Understanding politics
  6. Management of long range goals

B. Communications with State Department as to Funding

C. Funding proposals

D. Re-education of laws

E. Goal planning

F. Re-education of Community College philosophy awareness to the community

G. Designate priorities for programs in specific areas (Limited employment) (State control)

H. Study of prospective future needs

I. Statewide informational survey of education needs of each area, guides, avoid duplication

J. Organization - cooperation between area schools, prevent duplication

K. Disseminate program information to all schools

L. Personnel management needs--stimulate, motivate, recognition, improve communication, constructive criticism, assessment of staff - tools

M. Available implementing resources

N. Budgeting

O. Excess of paper work

COMMITTEE III

A. Budget Problems

B. Publicity and Public Relations
    1. Communicating with the mass media
    2. How to write news releases
    3. What is and what is not news?
    4. Preparation of special promotional items
    5. Discriminating between kinds of information to use for public speaking

C. Management Functions
    1. Delegation of work--How to work through people
    2. Time management
    3. Management by objectives
    4. Systems approach to management
    5. Communications (up-down-vertical transfer)
    6. Human relations
    7. Developing people
    8. How to organize, arrange new employee orientation programs
    9. Planning

D. Legislation
    1. Awareness session on current legislation and issues relevant to adult education
    2. Process for legislative activities
    3. How to work with legislators and implement adult education goals in a politically acceptable manner

E. Evaluation and Accountability
    1. How to evaluate the full-time staff and part-time staff

F. What's New in Adult Education
    1. Current issues
    2. New and innovative procedures in adult education (maybe use training method--presentation of papers)
    3. Review literature

G. Advisory Committees
    1. How to more effectively use advisory committees

H. Professional Upgrading
    1. College credit programs in adult education for personal professional growth

NEEDS OF FULL-TIME ADMINISTRATIVE ASSISTANTS

COMMITTEE I

A. Full-time supervisors need help in developing materials for in-service training for instructors
   1. Project idea--A working committee or workshop to develop a training packet and handbook to train instructors. This to be done by coordinators and teachers. This packet could be used individually or in small groups and checked out from the local adult education office.

B. Full-time supervisors need to be informed of the overall picture of adult education

COMMITTEE II

A. Methods to continually update changes in specific coordinating area

B. Continued training in required record keeping and reports and data communications with business office

C. Philosophy and understanding Community College and Adult Education

D. Goal Planning

E. Assessment tools--needs of people, instructors' qualities

F. Personnel management needs, stimulate, motivate, recognition, improve communications, constructive criticism

G. Relationship with local personnel heads; cooperation with local heads, resources

H. Working with advisory committees, etc., Group Leadership

I. Knowledge of curriculum writing, program developing

J. Evaluation tools

K. Knowledge--budget management

L. Available implementing resources

COMMITTEE III

Committee recommended that training programs be developed for (1) full-time supervisors with general class responsibilities and (2) full-time supervisors with occupational class responsibilities

A. Organization
   1. One method might be to use team approach--assign new inexperienced supervisor to work with an experienced one with similar responsibilities for approximately one week.

B. Assess Training Needs
   1. How to assess community learning needs (methods for determining new class offerings)
   2. How to "turn ideas into action"
   3. How to use community resources

C. Publicity and Public Relations
   1. How to write news releases
   2. How to prepare visual materials for publication
   3. Public speaking
   4. Kinds of information to disseminate
   5. Ways to use mass media

D. Identifying, selecting, managing, and evaluating adult teachers

E. Develop Curriculum

F. Awareness of total adult program
   1. What is the total program in local school
   2. Who else is offering a similar program--opportunity to share ideas

G. Management
   1. How to use time effectively

H. Advisory Committees
   1. How to use effectively

NEEDS OF PART-TIME COORDINATORS

COMMITTEE I

A. A course offered for graduate credit that would emphasize techniques, methods of promotion. This could be for two weeks in the summer with a stipend making the course and location as attractive as possible, e.g. Lake Okoboji, instructed by guest instructors and local adult personnel. Purpose would be to create interest and dedication to adult education. Participation would create more understanding of adult education.

COMMITTEE II

A. Philosophy of Community College--operational structure

B. Evaluate and select instructor (tools)

C. Assess needs of area people

D. Effective program promotion

E. Communication with college staff

F. Continued training in required record keeping, reports, and data

G. Orientation program--instructors--students

H. Personnel management needs--strengths, motivate, criticize, improve communications with all

I. Meet with Advisory Committees

J. Knowledge in available resources--teaching aides, qualified teachers

COMMITTEE III

A. Cooperative policy
    1. What is the relationship between the community college and high school
    2. What are the duties and responsibilities of adult director in local community
    3. What is adult education all about--philosophy--what are we trying to do

B. Assess training needs of community

C. Publicity and Public Relations

D. Identify, select, manage, and evaluate adult teachers

E. Advisory Committees
   1. Sell concept of advisory committee
   2. Show and Tell how to use advisory committees

F. Community Resources

NEEDS OF PART-TIME TEACHERS

COMMITTEE I

A. Teachers need help in developing materials for in-service training for instructors
   1. Project Idea--A working committee or workshop to develop a training packet and handbook to train instructors. This to be done by coordinators and teachers. This packet could be used individually or in small groups and checked out from the local adult education office.

B. Teachers need to be informed of the overall picture of adult education

COMMITTEE II

A. Philosophy and understanding community college availability, operational structures

B. Human Relations

C. Communications with students

D. Evaluation tools--accept evaluation of courses

E. Available teaching aides

F. Knowledge in orientation--students

G. Accepting individual objectives of a program

H. Approve ability to assess future needs of atudents and feedback to proper channels

I. Encourage to join Adult Education Associations

COMMITTEE III

A. Overview of Occupational Area
   1. What other classes are being offered in occupational area
   2. Information about occupational area--what's new

B. Counseling Techniques
   1. How to provide occupational information and counsel with adult students

C. Understanding the Adult Learner

D. Techniques of Teaching Adults
(Maybe develop an orientation program for new teachers by using multimedia)

E. Provide opportunity for teachers in related areas to interchange ideas about subject matter and experience in the classroom

F. Class Evaluations
  1. How can instructors conduct self evaluations
  2. How to use student evaluations

FULL-TIME ADMINISTRATORS

Statement	Number of Respondents Identifying Statement (N = 22)	Number of Respondents Identifying Statement As	
		Most Important	Second Most Important
Personnel management needs--stimulate, motivate, recognition, improve communication, constructive criticism, assessment of staff - tools	16	9	4
Legislation - Knowledge Development Implementation Resources Understanding politics Management of long-range goals	16	9	3
An understanding of legislation - Legislature Process Affecting legislation	18	8	5
Effective planning in development of the total program, staff, and budget (perhaps three different workshops)	12	7	5
Legislation Awareness session on current legislation and issues relevant to Adult Education Process for legislative activities How to work with legislators and implement adult education goals in a politically acceptable manner	17	5	5

FULL-TIME ADMINISTRATORS (continued)

Management Functions Delegation of work -- How to work through people? Time management Management by objectives Systems approach to management Communications (up - down - vertical transfer) Human relations Developing people How to organize, arrange new employee orientation programs	17	5	5
Budget problems	15	4	0
Developing competencies of the staff members, creating a staff feeling of involvement in the adult program planning and operation, delegating staff responsibility	10	3	6
Being able to analyze area community a. population b. needs c. agencies d. resources	11	3	3
Re-education of laws	10	3	2
Re-education of Community College philosophy awareness to the community	11	3	0
Organization - cooperation between area schools, prevent duplication	11	3	0
Budgeting - Funding	13	3	3
Excess of paper work	7	2	0
Disseminate program information to all schools	11	2	0
Funding proposals	12	2	2

FULL-TIME ADMINISTRATORS (continued)

Communications with State Department as to funding and return information to administrative assistant	14	2	5
Publicity and Public Relations			
Communicating with the mass media How to write news releases What is and what is not news? Preparation of special promotional items Discriminating between kinds of information to use for public speaking	15	1	2
Evaluation and accountability			
How to evaluate the full-time staff & part-time staff	14	1	1
Goal planning	12	1	0
Designate priorities for programs in specific areas (Limited employment) (State control)	14	1	2
Study of prospective future needs	14	1	2
Statewide informational survey of ed. needs of each area, guides, avoid duplication	10	1	1
Available implementing resources	11	1	3
Professional upgrading			
College credit programs in adult education for personal professional growth	14	0	2
Advisory Committees			
How to more effectively use advisory committees	10	0	0

FULL-TIME ADMINISTRATORS (continued)

What's new in Adult Education Current issues New and innovative procedures in adult education (maybe use training method - presentation of papers) Review literature	17	0	2
Influencing the local budget and promotion of budget items	10	0	1
Identifying, selecting, managing, and evaluating teachers	14	2	2
Relationship with local personnel heads cooperation with local personnel heads, resources	13	2	2
Available implementing resources	13	2	2
Knowledge of curriculum writing, program developing	15	2	1
Awareness of total adult program What is the total program in local school Who else is offering a similar program - opportunity to share ideas	15	1	2
Develop curriculum	12	1	2
Publicity and public relations How to write news releases How to prepare visual materials for publication Public speaking Kinds of information to disseminate Ways to use mass media	15	1	1
Evaluation tools	14	1	1
Continued training in required record keeping, and reports, and data communications with the business office	15	1	0
Knowledge -- budget management	12	0	1

FULL-TIME ADMINISTRATIVE ASSISTANTS

Statement	Number of Respondents Identifying Statement (N = 22)	Number of Respondents Identifying Statement As	
		Most Important	Second Most Important
Assess training needs How to assess community learning needs (methods for determining new class offerings) How to "turn ideas into action" How to use community resources	19	9	8
Administrative assistants need help in developing ice materials for in-service training for instructors Project Idea -- a working committee or workshop to develop a training packet and handbook to train teachers. This is to be done by coordinators and teachers. This packet could be used individually or in small groups and checked out from the local adult education office.	14	7	6
Administrative assistants need to be informed of the overall picture of adult education.	12	7	4
Philosophy and understanding community college and adult education	16	7	0
Organization One method might be to use team approach -- assign new inexperienced administrative assistant to work with an experienced one with similar responsibilities for approximately one week.	16	6	1
Personal management needs, stimulate, motivate, recognition, improve communications, constructive criticism	15	4	5

FULL-TIME ADMINISTRATIVE ASSISTANTS (continued)

Methods to continually update changes in specific coordinating area	15	4	2
Working with advisory committees, etc., Group Leadership	14	3	4
Management -- How to use time effectively	13	3	3
Goal planning	12	3	1
Advisory Committees -- How to use effectively	13	2	4

PART TIME COORDINATORS

Statement	Number of Respondents Identifying Statement (N = 22)	Number of Respondents Identifying Statement As Most Important	Number of Respondents Identifying Statement As Second Most Important
Cooperative policy What is the relationship between the community college and high school? What are the duties and responsibilities of the part-time coordinator in the local community? What is adult education all about - philosophy - what are we trying to do?	17	11	2
Assess training needs of community	19	7	8
Philosophy of community college -- operational structure	19	7	2
Assess needs of local area population.	18	7	2
A course offered for graduate credit that would emphasize techniques, methods of promotion, etc.	7	6	1
Meet with Advisory Committees	14	4	3
Identify, select, manage, and evaluate adult teachers	17	4	2
Communication with college staff	16	4	1
Personnel management needs -- strengths, motivation, criticism, improve communications with all	16	3	4
Effective program promotion	15	2	1

PART-TIME COORDINATORS (continued)

Orientation programs -- teachers -- students	15	2	1
Evaluate and select teacher (tools)	14	1	5
Knowledge in available resources -- teaching aides, qualified teachers	17	1	4
Publicity and public relations	14	1	1
Continued training in required record keeping, reports, and data	13	1	1
Area school in-service workshops	1	1	0
Advisory committees			
Sell concept of advisory committee			
Show and Tell how to use advisory committees	14	0	6
Community resources	17	0	3
Meet with adult staff	1	0	0

PART-TIME TEACHERS

Statement	Number of Respondents Identifying Statement (N = 22)	Number of Respondents Identifying Statement As	
		Most Important	Second Most Important
Understanding the adult learner	18	11	1
Techniques of teaching adults (Maybe develop an orientation program for new teachers by using multimedia)	18	7	8
Teachers need to provide assistance in the development of materials for in-service teacher training.	14	7	6
Project idea -- A working committee or workshop to develop a training packet and handbook to train instructors. This is to be done by administrative assistants and teachers. This packet could be used individually or in small groups and checked out from the local adult education office.	14	7	6
Teachers need to be informed of the overall picture of adult education	12	7	4
Human relations	18	6	7
Philosophy and understanding Community College availability, operational structures	16	6	0
Communications with students	17	5	7
Accepting individual objectives of a program	15	5	4

PART-TIME TEACHERS (continued)

Knowledge in orientation -- students	11	3	0
Approve ability to assess future needs of students and feedback to proper channels	14	2	3
Overview of Occupational Area What other classes are being offered in the occupational area. Information about occupational area -- What's new.	17	2	3
Counseling techniques How to provide occupational information and counsel with adult students	16	2	2
Evaluation tools -- accept evaluation of courses	13	1	3
Available teaching aids	12	1	2
Provide opportunities for teachers in related areas to interchange ideas about subject matter and experiences in the classroom	15	1	2
Encourage to join Adult Education Associations	12	1	1
Class evaluations How can the teacher conduct self evaluations How to use student evaluations	16	0	3
Meet with adult ed. staff on operational information	2	0	1

TABLE 1

THE STATEMENT: "PLEASE INDICATE YOUR AGE BY CHECKING (√) THE APPRCPRIATE BOX BELOW." BY PROFESSIONAL STAFF, AND TOTAL

Age Category	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
20-29 years	2 (9.1%)	5 (12.8%)	29 (12.7%)	36 (12.5%)
30-39 years	11 (50.0%)	19 (48.7%)	75 (32.9%)	105 (36.3%)
40-49 years	6 (27.3%)	9 (23.1%)	64 (28.1%)	79 (27.3%)
50-59 years	2 (9.1%)	5 (12.8%)	42 (18.4%)	49 (17.0%)
60-69 years	1 (4.5%)	. .	17 (7.5%)	18 (6.2%)
SR/ND	. .	1 (2.6%)	1 (0.4%)	2 (0.7%)
Total	22 (100.0%)	39 (100.0%)	228 (100.0%)	289 (100.0%)

TABLE 2

THE STATEMENT: "PLEASE INDICATE YOUR SEX BY CHECKING (✓) THE APPROPRIATE BOX BELOW." BY PROFESSIONAL STAFF, AND TOTAL

Sex	Full-time Administrator	Part-time Teacher	.Part-time Coordinator	Total
Male	17 (77.3%)	23 (59.0%)	206 (90.4%)	246 (85.1%)
Female	5 (22.7%)	16 (41.0%)	21 (9.2%)	42 (14.5%)
SR/ND	. .	. .	1 (0.4%)	1 (0.3%)
Total	22 (100.0%)	39 (100.0%)	228 (100.0%)	289 (99.9%)

TABLE 3

THE QUESTION: "IN WHAT AREA ARE YOU EMPLOYED FULL-TIME? (CHECK ONE)"
BY PROFESSIONAL STAFF, AND TOTAL

Area Employed Full-time	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Adult Education	19 (86.4%)	. .	9 (3.9%)	28 (9.7%)
Elementary or Secondary Teacher: Technical-Vocational courses	. .	1 (2.6%)	18 (7.9%)	19 (6.6%)
Elementary or Secondary Teacher: Non-Vocational courses	. .	. .	46 (20.2%)	46 (15.9%)
Teacher in Iowa Area School: Vocational-Technical courses	. .	10 (25.6%)	. .	10 (3.5%)
Teacher in Iowa Area School: Arts & Science Division	. .	1 (2.6%)	1 (0.4%)	2 (0.7%)
Business or Industry	. .	7 (17.9%)	2 (0.9%)	9 (3.1%)
Health Delivery Systems	. .	5 (12.8%)	1 (0.4%)	6 (2.1%)
Other - Superintendent, Administrator, Administrative Assistant	. .	. .	58 (25.4%)	58 (20.1%)
Other - Principal	. .	. .	27 (11.8%)	27 (9.3%)
Other - Counselor	. .	. .	42 (18.4%)	42 (14.5%)
Combination	. .	. .	11 (4.8%)	11 (3.8%)
Other	3 (13.6%)	14 (35.9%)	12 (5.3%)	29 (10.0%)
SR/ND	. .	1 (2.6%)	1 (0.4%)	2 (0.7%)
Total	22 (100.0%)	39 (100.0%)	228 (99.8%)	289 (100.0%)

TABLE 4

THE STATEMENT: "CHECK THE SPACE BELOW WHICH INDICATES YOUR HIGHEST DEGREE EARNED." BY PROFESSIONAL STAFF, AND TOTAL

Education	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
High school	. .	11 (28.2%)	3 (1.3%)	14 (4.8%)
A.A. Degree	1 (4.5%)	1 (2.6%)	1 (0.4%)	3 (1.0%)
Bachelor Degree	4 (18.2%)	19 (48.7%)	29 (12.7%)	52 (18.0%)
Masters Degree	16 (72.7%)	5 (12.8%)	158 (69.3%)	179 (61.9%)
Ed. Specialist	. .	2 (5.1%)	33 (14.5%)	35 (12.1%)
Doctorate	1 (4.5%)	. .	3 (1.3%)	4 (1.4%)
SR/ND	. .	1 (2.6%)	1 (0.4%)	2 (0.7%)
Total	22 (99.9%)	39 (100.0%)	228 (99.9%)	289 (99.9%)

TABLE 5

THE QUESTION: "IN WHICH CAREER SUPPLEMENTARY AREA DO YOU TEACH? (CHECK ONE)" BY PROFESSIONAL STAFF, AND TOTAL

Career Supplemental Area	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Health	1 (4.5%)	7 (17.9%)	3 (1.3%)	11 (3.8%)
Home Econ.	1 (4.5%)	3 (7.7%)	6 (2.6%)	10 (3.5%)
Business, Office and Distributive Education	1 (4.5%)	12 (30.8%)	27 (11.8%)	40 (13.8%)
Trade and Industry	. .	15 (38.5%)	10 (4.4%)	25 (8.7%)
Agriculture	. .	1 (2.6%)	5 (2.2%)	6 (2.1%)
Other	. .	. .	39 (17.1%)	39 (13.5%)
Not Applicable (full-time in adult education)	18 (81.8%)	1 (2.6%)	90 (39.5%)	109 (37.7%)
SR/ND	1 (4.5%)	. .	48 (21.1%)	49 (17.0%)
Total	22 (99.8%)	39 (100.1%)	228 (100.0%)	289 (100.1%)

TABLE 6

THE QUESTION: "HOW MANY YEARS HAVE YOU TAUGHT ADULT EDUCATION CLASSES? (CHECK ONE)" BY PROFESSIONAL STAFF, AND TOTAL

Length of time	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
First year	2 (9.1%)	5 (12.8%)	26 (11.4%)	33 (11.4%)
2-5 years	10 (45.5%)	21 (53.8%)	101 (44.3%)	132 (45.7%)
6-9 years	2 (9.1%)	9 (23.1%)	36 (15.8%)	47 (16.3%)
10-13 years	1 (4.5%)	3 (7.7%)	4 (1.8%)	8 (2.8%)
Over 13 years	1 (4.5%)	. .	13 (5.7%)	14 (4.8%)
SR/ND	6 (27.3%)	1 (2.6%)	48 (21.1%)	55 (19.0%)
Total	22 (100.0%)	39 (100.0%)	228 (100.1%)	289 (100.0%)

TABLE 7

THE STATEMENT: ONE OF THE MAJOR NEEDS IS FOR (P-CATS) TO HAVE A BETTER UNDERSTANDING OF THE OVER-ALL PICTURE OF ADULT EDUCATION."
BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	10 (45.5%)	11 (28.2%)	57 (25.0%)	78 (27.0%)
Agree	10 (45.5%)	22 (56.4%)	133 (58.3%)	165 (57.1%)
Uncertain	1 (4.5%)	1 (2.6%)	13 (5.7%)	15 (5.2%)
Disagree	1 (4.5%)	4 (10.3%)	19 (8.3%)	24 (8.3%)
Strongly disagree	. .	. .	1 (0.4%)	1 (0.3%)
SR/ND	. .	1 (2.6%)	5 (2.2%)	6 (2.1%)
Total	22 (100.0%)	39 (100.1%)	228 (99.9%)	289 (100.0%)
Mean	1.68	1.95	1.99	1.96

TABLE 8

THE STATEMENT: "ONE OF THE MAJOR NEEDS IS TO ACQUIRE BETTER COUNSELING AND GUIDANCE TECHNIQUES (FOR CLASSROOM USE)." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	7 (31.8%)	19 (48.7%)	28 (12.3%)	54 (18.7%)
Agree	10 (45.5%)	15 (38.5%)	139 (61.0%)	164 (56.7%)
Uncertain	2 (9.1%)	1 (2.6%)	27 (11.8%)	30 (10.4%)
Disagree	3 (13.6%)	3 (7.7%)	28 (12.3%)	34 (11.8%)
Strongly disagree	. .	. .	3 (1.3%)	3 (1.0%)
SR/ND	. .	1 (2.6%)	3 (1.3%)	4 (1.4%)
Total	22 (100.0%)	39 (100.1%)	228 (100.0%)	289 (100.0%)
Mean	2.05	1.68	2.28	2.19

TABLE 9

THE STATEMENT: "ONE OF THE MAJOR NEEDS IS TO HAVE A BETTER OVER-VIEW OF THE OCCUPATIONAL AREA (IN WHICH YOU ARE TEACHING)." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	7 (31.8%)	16 (41.0%)	52 (22.8%)	75 (26.0%)
Agree	8 (36.4%)	14 (35.9%)	120 (52.6%)	142 (49.1%)
Uncertain	3 (13.6%)	3 (7.7%)	21 (9.2%)	27 (9.3%)
Disagree	4 (18.2%)	5 (12.8%)	26 (11.4%)	35 (12.1%)
Strongly disagree	. .	. .	1 (0.4%)	1 (0.3%)
SR/ND	. .	1 (2.6%)	8 (3.5%)	9 (3.1%)
Total	22 (100.0%)	39 (100.0%)	228 (99.9%)	289 (99.9%)
Mean	2.18	1.92	2.11	2.09

TABLE 10

THE STATEMENT: "ONE OF THE MAJOR NEEDS IS TO PROVIDE OPPORTUNITIES FOR (P-CATS) IN RELATED AREAS TO EXCHANGE IDEAS ABOUT SUBJECT MATTER AND CLASSROOM EXPERIENCES." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	8 (36.4%)	15 (38.5%)	55 (24.1%)	78 (27.0%)
Agree	11 (50.0%)	19 (48.7%)	125 (54.8%)	155 (53.6%)
Uncertain	1 (4.5%)	2 (5.1%)	23 (10.1%)	26 (9.0%)
Disagree	2 (9.1%)	3 (7.7%)	22 (9.6%)	27 (9.3%)
Strongly disagree	. .	. .	. .	. .
SR/ND	. .	. .	3 (1.3%)	3 (1.0%)
Total	22 (100.0%)	39 (100.0%)	228 (99.9%)	289 (99.9%)
Mean	1.86	1.82	2.05	2.01

TABLE 11

THE STATEMENT: "ONE OF THE MAJOR NEEDS IS TO HAVE MORE TEACHERS JOIN AND BE INVOLVED IN ADULT EDUCATION ASSOCIATIONS." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	3 (13.6%)	5 (12.8%)	40 (17.5%)	48 (16.6%)
Agree	12 (54.5%)	21 (53.8%)	100 (43.9%)	133 (46.0%)
Uncertain	4 (18.2%)	. .	45 (19.7%)	49 (17.0%)
Disagree	2 (9.1%)	11 (28.2%)	36 (15.8%)	49 (17.0%)
Strongly disagree	1 (4.5%)	1 (2.6%)	4 (1.8%)	6 (2.1%)
SR/ND	. .	1 (2.6%)	3 (1.3%)	4 (1.4%)
Total	22 (99.9%)	39 (100.0%)	228 (100.0%)	289 (100.1%)
Mean	2.36	2.53	2.40	2.41

TABLE 12

THE STATEMENT: "ONE OF THE MAJOR NEEDS IS TO HAVE A BETTER UNDERSTANDING OF THE COMMUNITY COLLEGE PHILOSOPHY AND ITS OPERATION."
BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	4 (18.2%)	12 (30.8%)	37 (16.2%)	53 (18.3%)
Agree	15 (68.2%)	18 (46.2%)	116 (50.9%)	149 (51.6%)
Uncertain	. .	1 (2.6%)	36 (15.8%)	37 (12.8%)
Disagree	3 (13.6%)	8 (20.5%)	34 (14.9%)	45 (15.6%)
Strongly disagree	. .	. .	2 (0.9%)	2 (0.7%)
SR/ND	. .	. .	3 (1.3%)	3 (1.0%)
Total	22 (100.0%)	39 (100.1%)	228 (100.0%)	289 (100.0%)
Mean	2.09	2.13	2.32	2.28

TABLE 13

THE STATEMENT: "ONE OF THE MAJOR NEEDS IS A TEACHER TRAINING PACKET OR HANDBOOK." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	9 (40.9%)	14 (35.9%)	44 (19.3%)	67 (23.2%)
Agree	10 (45.5%)	14 (35.9%)	113 (49.6%)	137 (47.4%)
Uncertain	1 (4.5%)	2 (5.1%)	29 (12.7%)	32 (11.1%)
Disagree	2 (9.1%)	7 (17.9%)	33 (14.5%)	42 (14.5%)
Strongly disagree	. .	1 (2.6%)	5 (2.2%)	6 (2.1%)
SR/ND	. .	1 (2.6%)	4 (1.8%)	5 (1.7%)
Total	22 (100.0%)	39 (100.0%)	228 (100.1%)	289 (100.0%)
Mean	1.82	2.13	2.30	2.24

TABLE 14

THE STATEMENT: "ONE OF THE MAJOR NEEDS IS TO ACQUIRE A BETTER UNDERSTANDING OF HOW ADULTS LEARN." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	12 (54.5%)	17 (43.6%)	60 (26.3%)	89 (30.8%)
Agree	8 (36.4%)	17 (43.6%)	123 (53.9%)	148 (51.2%)
Uncertain	1 (4.5%)	1 (2.6%)	17 (7.5%)	19 (6.6%)
Disagree	1 (4.5%)	2 (5.1%)	23 (10.1%)	26 (9.0%)
Strongly disagree	. .	1 (2.6%)	2 (0.9%)	3 (1.0%)
SR/ND	. .	1 (2.6%)	3 (1.3%)	4 (1.4%)
Total	22 (99.9%)	39 (100.1%)	228 (100.0%)	289 (100.0%)
Mean	1.59	1.76	2.04	1.97

TABLE 15

THE STATEMENT: "ONE OF THE MAJOR NEEDS IS TO HAVE PART-TIME CAREER TEACHERS PARTICIPATE IN HUMAN RELATIONS TRAINING PROGRAMS." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	4 (18.2%)	15 (38.5%)	29 (12.7%)	48 (16.6%)
Agree	14 (63.6%)	19 (48.7%)	116 (50.9%)	149 (51.6%)
Uncertain	3 (13.6%)	2 (5.1%)	52 (22.8%)	57 (19.7%)
Disagree	1 (4.5%)	3 (7.7%)	26 (11.4%)	30 (10.4%)
Strongly disagree	. .	. .	2 (0.9%)	2 (0.7%)
SR/ND	. .	. .	3 (1.3%)	3 (1.0%)
Total	22 (99.9%)	39 (100.0%)	228 (100.0%)	289 (100.0%)
Mean	2.05	1.82	2.36	2.26

TABLE 16

THE STATEMENT: "ONE OF THE MAJOR NEEDS IS TO BECOME MORE FAMILIAR WITH TECHNIQUES FOR TEACHING ADULTS." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	11 (50.0%)	17 (43.6%)	59 (25.9%)	87 (30.1%)
Agree	9 (40.9%)	18 (46.2%)	136 (59.6%)	163 (56.4%)
Uncertain	. .	3 (7.7%)	12 (5.3%)	15 (5.2%)
Disagree	2 (9.1%)	. .	15 (6.6%)	17 (5.9%)
Strongly disagree	. .	. .	1 (0.4%)	1 (0.3%)
SR/ND	. .	1 (2.6%)	5 (2.2%)	6 (2.1%)
Total	22 (100.0%)	39 (100.1%)	228 (100.0%)	289 (100.0%)
Mean	1.68	1.71	1.94	1.88

TABLE 17

THE STATEMENT: "ONE OF THE MAJOR NEEDS IS TO BECOME MORE FAMILIAR WITH THE SKILLS NEEDED TO WRITE GOOD TESTS." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	3 (13.6%)	9 (23.1%)	9 (3.9%)	21 (7.3%)
Agree	6 (27.3%)	9 (23.1%)	70 (30.7%)	85 (29.4%)
Uncertain	. .	3 (7.7%)	45 (19.7%)	48 (16.6%)
Disagree	12 (54.5%)	13 (33.3%)	87 (38.2%)	112 (38.8%)
Strongly disagree	. .	4 (10.3%)	11 (4.8%)	15 (5.2%)
SR/ND	1 (4.5%)	1 (2.6%)	6 (2.6%)	8 (2.8%)
Total	22 (99.9%)	39 (100.1%)	228 (99.9%)	289 (100.1%)
Mean	3.00	2.84	3.10	3.05

TABLE 18

THE STATEMENT: "ONE OF THE MAJOR NEEDS IS HELP WITH THE SELECTION OF THE MOST APPROPRIATE COURSE TEXTBOOK(S)." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	1 (4.5%)	11 (28.2%)	16 (7.0%)	28 (9.7%)
Agree	12 (54.5%)	18 (46.2%)	100 (43.9%)	130 (45.0%)
Uncertain	2 (9.1%)	1 (2.6%)	41 (18.0%)	44 (15.2%)
Disagree	7 (31.8%)	6 (15.4%)	65 (28.5%)	78 (27.0%)
Strongly disagree	. .	2 (5.1%)	1 (0.4%)	3 (1.0%)
SR/ND	. .	1 (2.6%)	5 (2.2%)	6 (2.1%)
Total	22 (99.9%)	39 (100.1%)	228 (100.0%)	289 (100.0%)
Mean	2.68	2.21	2.71	2.64

TABLE 19

THE STATEMENT: "ONE OF THE MAJOR NEEDS IS HIGHER SALARIES FOR PART-TIME CAREER EDUCATION TEACHERS." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	1 (4.5%)	19 (48.7%)	27 (11.8%)	47 (16.3%)
Agree	8 (36.4%)	8 (20.5%)	77 (33.8%)	93 (32.2%)
Uncertain	5 (22.7%)	4 (10.3%)	55 (24.1%)	64 (22.1%)
Disagree	7 (31.8%)	6 (15.4%)	60 (26.3%)	73 (25.3%)
Strongly disagree	1 (4.5%)	2 (5.1%)	5 (2.2%)	8 (2.8%)
SR/ND	. .	. .	4 (1.8%)	4 (1.4%)
Total	22 (99.9%)	39 (100.0%)	228 (100.0%)	289 (100.1%)
Mean	2.95	2.08	2.73	2.66

TABLE 20

THE STATEMENT: "ONE OF THE MAJOR NEEDS IS INCREASED PERSONAL HELP (ONE-TO-ONE BASIS) FROM THE FULL-TIME DIRECTOR OR COORDINATOR." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	. .	6 (15.4%)	15 (6.6%)	21 (7.3%)
Agree	13 (59.1%)	12 (30.8%)	105 (46.1%)	130 (45.0%)
Uncertain	5 (22.7%)	2 (5.1%)	36 (15.8%)	43 (14.9%)
Disagree	3 (13.6%)	18 (46.2%)	64 (28.1%)	85 (29.4%)
Strongly disagree	. .	. .	1 (0.4%)	1 (0.3%)
SR/ND	1 (4.5%)	1 (2.6%)	7 (3.1%)	9 (3.1%)
Total	22 (99.9%)	39 (100.1%)	228 (100.1%)	289 (100.0%)
Mean	2.52	2.84	2.69	2.70

TABLE 21

THE STATEMENT: "ONE OF THE MAJOR NEEDS IS TO ACQUIRE GREATER SKILLS IN THE DEVELOPMENT AND APPROPRIATE USE OF VISUAL AIDS." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	7 (31.8%)	19 (48.7%)	27 (11.8%)	53 (18.3%)
Agree	12 (54.5%)	12 (30.8%)	125 (54.8%)	149 (51.6%)
Uncertain	1 (4.5%)	3 (7.7%)	21 (9.2%)	25 (8.7%)
Disagree	2 (9.1%)	5 (12.8%)	50 (21.9%)	57 (19.7%)
Strongly disagree	. .	. .	2 (0.9%)	2 (0.7%)
SR/ND	. .	. .	3 (1.3%)	3 (1.0%)
Total	22 (99.9%)	39 (100.0%)	228 (99.9%)	289 (100.0%)
Mean	1.91	1.85	2.44	2.32

TABLE 22

THE STATEMENT: "ONE OF THE MAJOR NEEDS IS TRAIN (P-CATS) IN RECRUITMENT PROCEDURES AND TECHNIQUES (TO GET ADULTS WHO CAN PROFIT FROM ADULT CAREER EDUCATION INTO CLASS)." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	5 (22.7%)	12 (30.8%)	74 (32.5%)	91 (31.5%)
Agree	7 (31.8%)	11 (28.2%)	99 (43.4%)	117 (40.5%)
Uncertain	3 (13.6%)	. .	21 (9.2%)	24 (8.3%)
Disagree	7 (31.8%)	13 (33.3%)	24 (10.5%)	44 (15.2%)
Strongly disagree	. .	2 (5.1%)	5 (2.2%)	7 (2.4%)
SR/ND	. .	1 (2.6%)	5 (2.2%)	6 (2.1%)
Total	22 (99.9%)	39 (100.0%)	228 (100.0%)	289 (100.0%)
Mean	2.55	2.53	2.04	2.15

TABLE 23

THE STATEMENT: "ONE OF THE MAJOR NEEDS IS TO FIND (P-CATS) WHO ARE TRAINED TO TEACH SPECIFIC ETHNIC GROUPS." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	1 (4.5%)	8 (20.5%)	18 (7.9%)	27 (9.3%)
Agree	4 (18.2%)	16 (41.0%)	69 (30.3%)	89 (30.8%)
Uncertain	4 (18.2%)	2 (5.1%)	67 (29.4%)	73 (25.3%)
Disagree	13 (59.1%)	12 (30.8%)	63 (27.6%)	88 (30.4%)
Strongly disagree	. .	1 (2.6%)	6 (2.6%)	7 (2.4%)
SR/ND	. .	. .	5 (2.2%)	5 (1.7%)
Total	22 (100.0%)	39 (100.0%)	228 (100.0%)	289 (99.9%)
Mean	3.32	2.54	2.87	2.86

TABLE 24

THE STATEMENT: "ONE OF THE MAJOR NEEDS IS TO IMPROVE GENERAL COMMUNICATION BETWEEN THE (P-CAT) AND THE AREA DIRECTOR." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	2 (9.1%)	5 (12.8%)	18 (7.9%)	25 (8.7%)
Agree	9 (40.9%)	16 (41.0%)	91 (39.9%)	116 (40.1%)
Uncertain	7 (31.8%)	4 (10.3%)	54 (23.7%)	65 (22.5%)
Disagree	4 (18.2%)	11 (28.2%)	61 (26.8%)	76 (26.3%)
Strongly disagree	. .	1 (2.6%)	. .	1 (0.3%)
SR/ND	. .	2 (5.1%)	4 (1.8%)	6 (2.1%)
Total	22 (100.0%)	39 (100.0%)	228 (100.1%)	289 (100.0%)
Mean	2.59	2.65	2.71	2.69

TABLE 25

THE STATEMENT: "ONE OF THE MAJOR NEEDS IS TO PROVIDE MORE OPPORTUNITIES (SEMINARS, WORKSHOPS, ETC.) WHERE (P-CATS), LOCAL SCHOOL COORDINATORS AND THE FULL-TIME AREA SCHOOL PEOPLE CAN SHARE IDEAS AND VOICE CONCERNS." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	5 (22.7%)	13 (33.3%)	40 (17.5%)	58 (20.1%)
Agree	13 (59.1%)	18 (46.2%)	133 (58.3%)	164 (56.7%)
Uncertain	2 (9.1%)	1 (2.6%)	21 (9.2%)	24 (8.3%)
Disagree	2 (9.1%)	6 (15.4%)	27 (11.8%)	35 (12.1%)
Strongly disagree	. .	1 (2.6%)	2 (0.9%)	3 (1.0%)
SR/ND	. .	. .	5 (2.2%)	5 (1.7%)
Total	22 (100.0%)	39 (100.1%)	228 (99.9%)	289 (99.9%)
Mean	2.05	2.08	2.18	2.16

TABLE 26

THE STATEMENT: "ONE OF THE MAJOR NEEDS IS TO IMPROVE THE (P-CAT's) COMPETENCE IN THE AREA HE/SHE TEACHES." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	4 (18.2%)	11 (28.2%)	20 (8.8%)	35 (12.1%)
Agree	7 (31.8%)	20 (51.3%)	106 (46.5%)	133 (46.0%)
Uncertain	3 (13.6%)	1 (2.6%)	35 (15.4%)	39 (13.5%)
Disagree	8 (36.4%)	5 (12.8%)	58 (25.4%)	71 (24.6%)
Strongly disagree	. .	2 (5.1%)	4 (1.8%)	6 (2.1%)
SR/ND	. .	. .	5 (2.2%)	5 (1.7%)
Total	22 (100.0%)	39 (100.0%)	228 (100.1%)	289 (100.0%)
Mean	2.68	2.15	2.64	2.58

TABLE 27

THE STATEMENT: "ONE OF THE MAJOR NEEDS IS TO SOLVE THE PROBLEMS THAT INTERFERE WITH ADULT LEARNERS GETTING TO THE CLASSROOM, I.E. TRANSPORTATION PROBLEMS, FINDING BABYSITTERS, ETC." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	1 (4.5%)	8 (20.5%)	28 (12.3%)	37 (12.8%)
Agree	5 (22.7%)	16 (41.0%)	86 (37.7%)	107 (37.0%)
Uncertain	3 (13.6%)	. .	37 (16.2%)	40 (13.8%)
Disagree	13 (59.1%)	12 (30.8%)	65 (28.5%)	90 (31.1%)
Strongly disagree	. .	3 (7.7%)	7 (3.1%)	10 (3.5%)
SR/ND	. .	. .	5 (2.2%)	5 (1.7%)
Total	22 (99.9%)	39 (100.0%)	228 (100.0%)	289 (99.9%)
Mean	3.27	2.64	2.72	2.75

TABLE 28

THE STATEMENT: "ONE OF THE MAJOR NEEDS OF (P-CATS) IS TO RECEIVE ACADEMIC CREDIT FOR THE WORKSHOPS, SEMINARS AND OTHER TRAINING ACTIVITIES THEY ATTEND." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	2 (9.1%)	15 (38.5%)	25 (11.0%)	42 (14.5%)
Agree	8 (36.4%)	13 (33.3%)	79 (34.6%)	100 (34.6%)
Uncertain	6 (27.3%)	1 (2.6%)	43 (18.9%)	50 (17.3%)
Disagree	6 (27.3%)	7 (17.9%)	71 (31.1%)	84 (29.1%)
Strongly disagree	. .	2 (5.1%)	7 (3.1%)	9 (3.1%)
SR/ND	. .	1 (2.6%)	3 (1.3%)	4 (1.4%)
Total	22 (100.1%)	39 (100.0%)	228 (100.0%)	289 (100.0%)
Mean	2.73	2.16	2.80	2.71

TABLE 29

THE STATEMENT: "TEACHING ADULTS IS LITTLE DIFFERENT FROM TEACHING REGULAR "SCHOOL AGE" STUDENTS." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	4 (18.2%)	6 (15.4%)	23 (10.1%)	33 (11.4%)
Agree	. .	8 (20.5%)	52 (22.8%)	60 (20.8%)
Uncertain	. .	1 (2.6%)	4 (1.8%)	5 (1.7%)
Disagree	9 (40.9%)	10 (25.6%)	98 (43.0%)	117 (40.5%)
Strongly disagree	9 (40.9%)	14 (35.9%)	48 (21.1%)	71 (24.6%)
SR/ND	. .	. .	3 (1.3%)	3 (1.0%)
Total	22 (100.0%)	39 (100.0%)	228 (100.1%)	289 (100.0%)
Mean	3.86	3.46	3.43	3.47

TABLE 30

THE STATEMENT: "HAVING ADULT STUDENTS COMPETE WITH EACH OTHER ON ACHIEVEMENT TESTS (PAPER-PENCIL OR PERFORMANCE) MOTIVATES THEM TO STUDY MORE AND THEY SUBSEQUENTLY GET MORE OUT OF THE COURSE."
BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	. .	5 (12.8%)	2 (0.9%)	7 (2.4%)
Agree	1 (4.5%)	3 (7.7%)	29 (12.7%)	33 (11.4%)
Uncertain	1 (4.5%)	1 (2.6%)	42 (18.4%)	44 (15.2%)
Disagree	12 (54.5%)	19 (48.7%)	102 (44.7%)	133 (46.0%)
Strongly disagree	8 (36.4%)	10 (25.6%)	59 (21.9%)	68 (23.5%)
SR/ND	. .	1 (2.6%)	3 (1.3%)	4 (1.4%)
Total	22 (99.9%)	39 (100.0%)	228 (99.9%)	289 (99.9%)
Mean	4.23	3.68	3.75	3.78

TABLE 31

THE STATEMENT: "ADULT STUDENTS NEED INDIVIDUAL RECOGNITION FROM THE INSTRUCTOR FOR THEIR PERSONAL ACCOMPLISHMENTS DURING THE COURSE." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	14 (63.6%)	22 (56.4%)	59 (25.9%)	95 (32.9%)
Agree	8 (36.4%)	16 (41.0%)	144 (63.2%)	168 (58.1%)
Uncertain	. .	. .	5 (2.2%)	5 (1.7%)
Disagree	. .	. .	16 (7.0%)	16 (5.5%)
Strongly disagree	. .	1 (2.6%)	1 (0.4%)	2 (0.7%)
SR/ND	. .	. .	3 (1.3%)	3 (1.0%)
Total	22 (100.0%)	39 (100.0%)	228 (100.0%)	289 (99.9%)
Mean	1.36	1.51	1.92	1.82

TABLE 32

THE STATEMENT: "TEACHERS OF ADULTS SHOULD SEEK TO IDENTIFY AND UTILIZE THE TALENTS AND EXPERIENCES OF EACH ADULT STUDENT IN THE CLASS." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	14 (63.6%)	23 (59.0%)	98 (43.0%)	135 (46.7%)
Agree	8 (36.4%)	16 (41.0%)	125 (54.8%)	149 (51.6%)
Uncertain	. .	. .	1 (0.4%)	1 (0.3%)
Disagree	. .	. .	2 (0.9%)	2 (0.7%)
Strongly disagree	. .	. .	. .	. .
SR/ND	. .	. .	2 (0.9%)	2 (0.7%)
Total	22 (100.0%)	39 (100.0%)	228 (100.0%)	289 (100.0%)
Mean	1.36	1.41	1.59	1.55

TABLE 33

THE STATEMENT: "ADULT EDUCATION TEACHERS SHOULD HAVE THEIR COURSES EVALUATED AND THEIR TEACHING EFFECTIVENESS RATED BY THE ADULT STUDENTS." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	13 (59.1%)	16 (41.0%)	37 (16.2%)	66 (22.8%)
Agree	9 (40.9%)	23 (59.0%)	138 (60.5%)	170 (58.8%)
Uncertain	. .	. .	29 (12.7%)	29 (10.0%)
Disagree	. .	. .	20 (8.8%)	20 (6.9%)
Strongly disagree	. .	. .	1 (0.4%)	1 (0.3%)
SR/ND	. .	. .	3 (1.3%)	3 (1.0%)
Total	22 (100.0%)	39 (100.0%)	228 (99.9%)	289 (99.8%)
Mean	1.41	1.59	2.16	2.02

TABLE 34

THE STATEMENT: "COURSE EVALUATIONS AND TEACHER-EFFECTIVENESS RATINGS (BY THE STUDENT) SHOULD BE SERIOUSLY CONSIDERED BY THE ADULT EDUCATION DIRECTOR AS A BASIS FOR FUTURE EMPLOYMENT, SALARY INCREASES AND OTHER PROMOTIONAL CONSIDERATIONS FOR THE (P-CAT)." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	6 (27.3%)	12 (30.8%)	19 (8.3%)	37 (12.8%)
Agree	13 (59.1%)	14 (35.9%)	99 (43.4%)	126 (43.6%)
Uncertain	3 (13.6%)	1 (2.6%)	45 (19.7%)	49 (17.0%)
Disagree	. .	7 (17.9%)	50 (21.9%)	57 (19.7%)
Strongly disagree	. .	5 (12.8%)	12 (5.3%)	17 (5.9%)
SR/ND	. .	. .	3 (1.3%)	3 (1.0%)
Total	22 (100.0%)	39 (100.0%)	228 (99.9%)	289 (100.0%)
Mean	1.86	2.46	2.72	2.62

TABLE 35

THE STATEMENT: "SPECIAL PRE-SERVICE ORIENTATION PROGRAMS THAT REQUIRE THE (P-CATS) TO BE AWAY FROM HOME FOR SEVERAL DAYS AT A TIME ARE NOT NECESSARY." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	4 (18.2%)	7 (17.9%)	39 (17.1%)	50 (17.3%)
Agree	9 (40.9%)	19 (48.7%)	113 (49.6%)	141 (48.8%)
Uncertain	5 (22.7%)	2 (5.1%)	48 (21.1%)	55 (19.0%)
Disagree	3 (13.6%)	7 (17.9%)	21 (9.2%)	31 (10.7%)
Strongly disagree	1 (4.5%)	4 (10.3%)	4 (1.8%)	9 (3.1%)
SR/ND	. .	. .	3 (1.3%)	3 (1.0%)
Total	22 (99.9%)	39 (99.9%)	228 (100.1%)	289 (99.9%)
Mean	2.45	2.54	2.28	2.33

TABLE 36

THE STATEMENT: "(P-CATS) NEED MORE AUTONOMY IN THE DESIGN AND CONTENT SELECTION FOR THE COURSES THEY TEACH."
BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	1 (4.5%)	4 (10.3%)	7 (3.1%)	12 (4.2%)
Agree	6 (27.3%)	16 (41.0%)	89 (39.0%)	111 (38.4%)
Uncertain	10 (45.5%)	7 (17.9%)	73 (32.0%)	90 (31.1%)
Disagree	5 (22.7%)	8 (20.5%)	53 (23.2%)	66 (22.8%)
Strongly disagree	. .	2 (5.1%)	2 (0.9%)	4 (1.4%)
SR/ND	. .	2 (5.1%)	4 (1.8%)	6 (2.0%)
Total	22 (100.0%)	39 (99.9%)	228 (100.0%)	289 (99.9%)
Mean	2.86	2.68	2.80	2.78

TABLE 37

THE STATEMENT: "TAKING ATTENDANCE MAY BE A 'CHILDISH' IDEA BUT IT REMAINS A GOOD INDICATOR OF THE ADULT LEARNER'S ATTITUDE ABOUT THE COURSE." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	5 (22.7%)	10 (25.6%)	16 (7.0%)	31 (10.7%)
Agree	15 (68.2%)	22 (56.4%)	148 (64.9%)	185 (64.0%)
Uncertain	. .	. .	18 (7.9%)	18 (6.2%)
Disagree	1 (4.5%)	6 (15.4%)	35 (15.4%)	42 (14.5%)
Strongly disagree	1 (4.5%)	1 (2.6%)	7 (3.1%)	9 (3.1%)
SR/ND	. .	. .	4 (1.8%)	4 (1.4%)
Total	22 (99.9%)	39 (100.0%)	228 (100.1%)	289 (99.9%)
Mean	2.00	2.13	2.42	2.34

TABLE 38

THE STATEMENT: "ADULT STUDENTS NEED A FAIRLY UNSTRUCTURED LEARNING ENVIRONMENT, I.E., PROVISIONS FOR SMOKING IN CLASS, DRINKING COFFEE OR SOFT DRINKS IN CLASS, JUST MOVING ABOUT FREELY IN CLASS, ETC." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	9 (40.9%)	16 (41.0%)	50 (21.9%)	75 (26.0%)
Agree	10 (45.5%)	12 (30.8%)	120 (52.6%)	142 (49.1%)
Uncertain	2 (9.1%)	1 (2.6%)	14 (6.1%)	17 (5.9%)
Disagree	1 (4.5%)	8 (20.5%)	37 (16.2%)	46 (15.9%)
Strongly disagree	. .	2 (5.1%)	4 (1.8%)	6 (2.0%)
SR/ND	. .	. .	3 (1.3%)	3 (1.0%)
Total	22 (100.0%)	39 (100.0%)	228 (99.9%)	289 (99.9%)
Mean	1.77	2.18	2.22	2.18

TABLE 39

THE STATEMENT: "EACH AREA COLLEGE SHOULD HAVE A 'MEDIA AND/OR CURRICULUM CENTER' THAT PROVIDES (P-CATS) WITH HELP IN THE SELECTION OF COURSE MATERIALS AND GUIDANCE IN THE APPROPRIATE USE OF THEM."
BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	9 (40.9%)	23 (59.0%)	51 (22.4%)	83 (28.7%)
Agree	13 (59.1%)	16 (41.0%)	159 (69.7%)	188 (65.0%)
Uncertain	. .	. .	10 (4.4%)	10 (3.5%)
Disagree	. .	. .	4 (1.8%)	4 (1.4%)
Strongly disagree	. .	. .	2 (0.9%)	2 (0.7%)
SR/ND	. .	. .	2 (0.9%)	2 (0.7%)
Total	22 (100.0%)	39 (100.0%)	228 (100.1%)	289 (100.0%)
Mean	1.59	1.41	1.88	1.79

TABLE 40

THE STATEMENT: "THERE IS A DEFINITE NEED IN CAREER SUPPLEMENTARY PROGRAMS FOR MORE COUNSELORS." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	6 (27.3%)	6 (15.4%)	19 (8.3%)	31 (10.7%)
Agree	8 (36.4%)	16 (41.0%)	116 (50.9%)	140 (48.4%)
Uncertain	3 (13.6%)	7 (17.9%)	60 (26.3%)	70 (24.2%)
Disagree	4 (18.2%)	7 (17.9%)	25 (11.0%)	36 (12.5%)
Strongly disagree	1 (4.5%)	2 (5.1%)	2 (0.9%)	5 (1.7%)
SR/ND	. .	1 (2.6%)	6 (2.6%)	7 (2.4%)
Total	22 (100.0%)	39 (99.9%)	228 (100.0%)	289 (99.9%)
Mean	2.36	2.55	2.44	2.45

TABLE 41

THE STATEMENT: "COUNSELORS SERVING ADULT CAREER PROGRAMS DO NOT SEEM TO BE ADEQUATELY TRAINED FOR VOCATIONAL GUIDANCE PURPOSES." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	7 (31.8%)	7 (17.9%)	19 (8.3%)	33 (11.4%)
Agree	7 (31.8%)	9 (23.0%)	46 (20.2%)	62 (21.5%)
Uncertain	5 (22.7%)	11 (28.2%)	83 (36.4%)	99 (34.3%)
Disagree	2 (9.1%)	10 (25.6%)	67 (29.4%)	79 (27.3%)
Strongly disagree	1 (4.5%)	1 (2.6%)	9 (3.9%)	11 (3.8%)
SR/ND	. .	1 (2.6%)	4 (1.8%)	5 (1.7%)
Total	22 (99.9%)	39 (99.9%)	228 (100.0%)	289 (100.0%)
Mean	2.23	2.71	3.00	2.90

TABLE 42

THE STATEMENT: "THE DROP-OUT RATE IN CAREER SUPPLEMENTARY PROGRAMS IS GENERALLY TOO HIGH." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	1 (4.5%)	3 (7.7%)	5 (2.2%)	9 (3.1%)
Agree	5 (22.7%)	13 (33.3%)	61 (26.8%)	79 (27.3%)
Uncertain	4 (18.2%)	12 (30.8%)	94 (41.2%)	110 (38.1%)
Disagree	11 (50.0%)	9 (23.0%)	62 (27.2%)	82 (28.4%)
Strongly disagree	1 (4.5%)	. .	1 (0.4%)	2 (0.7%)
SR/ND	. .	2 (5.1%)	5 (2.2%)	7 (2.4%)
Total	22 (99.9%)	39 (99.9%)	228 (100.0%)	289 (100.0%)
Mean	3.27	2.73	2.97	2.96

TABLE 43

THE STATEMENT: "GENERALLY TOO MUCH IS EXPECTED OF THE (P-CAT) FOR THE SALARY HE/SHE RECEIVES." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	. .	7 (17.9%)	14 (6.1%)	21 (7.3%)
Agree	7 (31.8%)	12 (30.8%)	57 (25.0%)	76 (26.3%)
Uncertain	1 (4.5%)	3 (7.7%)	55 (24.1%)	59 (20.4%)
Disagree	12 (54.5%)	15 (38.5%)	96 (42.1%)	123 (42.6%)
Strongly disagree	2 (9.1%)	1 (2.6%)	2 (0.9%)	5 (1.7%)
SR/ND	. .	1 (1.6%)	4 (1.8%)	5 (1.7%)
Total	22 (99.9%)	39 (100.1%)	228 (100.0%)	289 (100.0%)
Mean	3.41	2.76	3.07	3.05

TABLE 44

THE STATEMENT: "(P-CATS) MUST BE COMPETENT IN THE AREA THEY TEACH, BUT THE MOST IMPORTANT REQUIREMENT FOR EFFECTIVE ADULT TEACHING GENERALLY IS 'EMPATHY.'"
BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	4 (18.2%)	13 (33.3%)	33 (14.5%)	50 (17.3%)
Agree	16 (72.7%)	19 (48.7%)	145 (63.6%)	180 (62.3%)
Uncertain	1 (4.5%)	1 (2.6%)	24 (10.5%)	26 (9.0%)
Disagree	1 (4.5%)	4 (10.3%)	19 (8.3%)	24 (8.3%)
Strongly disagree	. .	1 (2.6%)	5 (2.2%)	6 (2.0%)
SR/ND	. .	1 (2.6%)	2 (0.9%)	3 (1.0%)
Total	22 (99.9%)	39 (100.1%)	228 (100.0%)	289 (99.9%)
Mean	1.95	1.97	2.20	2.15

TABLE 45

THE STATEMENT: "THE PHYSICAL FACILITIES PROVIDED FOR TEACHING CAREER SUPPLEMENTARY COURSES ARE ADEQUATE." BY PROFESSIONAL STAFF, AND TOTAL

Response	Full-time Administrator	Part-time Teacher	Part-time Coordinator	Total
Strongly agree	1 (4.5%)	7 (17.9%)	11 (4.8%)	19 (6.6%)
Agree	12 (54.5%)	19 (48.7%)	141 (61.8%)	172 (59.5%)
Uncertain	4 (18.2%)	1 (2.6%)	29 (12.7%)	34 (11.8%)
Disagree	5 (22.7%)	9 (23.0%)	40 (17.5%)	54 (18.7%)
Strongly disagree	. .	3 (7.7%)	2 (0.9%)	5 (1.7%)
SR/ND	. .	. .	5 (2.2%)	5 (1.7%)
Total	22 (99.9%)	39 (99.9%)	228 (99.9%)	289 (100.0%)
Mean	2.59	2.54	2.47	2.49

TABLE 46

THE QUESTION: "AS YOU LOOK BACK ON YOUR INITIAL EXPERIENCE IN TEACHING ADULTS AND ON YOUR EXPERIENCE SINCE, DO YOU BELIEVE THAT A PRE-SERVICE TRAINING PROGRAM IS NECESSARY?" (CHECK ONE) BY PART-TIME STAFF, AND TOTAL

Response	Part-time Teacher	Part-time Coordinator	Total
Necessary	35 (89.7%)	112 (49.1%)	147 (55.1%)
Not Sure	1 (2.6%)	70 (30.7%)	71 (26.6%)
Unnecessary	2 (5.1%)	28 (12.3%)	30 (11.2%)
SR/ND	1 (2.6%)	18 (7.9%)	19 (7.1%)
Total	39 (100.0%)	228 (100.0%)	267 (100.0%)

TABLE 47

THE STATEMENT: "IF YOU DECIDED THAT PARTICIPATION IN A PRE-SERVICE PROGRAM WAS A NECESSARY AND WORTHWHILE ACTIVITY, WHAT FORMAT DO YOU THINK WOULD BE MOST DESIRABLE? PLEASE RANK-ORDER THE FOLLOWING ALTERNATIVES: "1" MEANS MOST DESIRABLE AND "7" MEANS LEAST DESIRABLE," BY RESPONSE, PART-TIME TEACHERS, AND PART-TIME COORDINATORS.*

Response**	Part-time Teachers (N=35)		Part-time Coordinators (N=112)		Average Mean Rank	Rank Order	Percent No Data (N=147)
	Mean Rank	Rank Order	Mean Rank	Rank Order			
One week. . . state universities. . .	3.88	5	4.20	6	4.04	6	67.3
One week. . . regional basis. . .	3.69	4	3.73	5	3.71	4	63.3
Two three-day sessions. . .	3.63	3	3.27	2	3.45	2	57.1
Mini-session. . .	3.03	1	2.09	1	2.56	1	46.3
Series of two three-hour. . .	3.41	2	3.50	3.5	3.46	3	65.3
No pre-service training. . .	6.22	7	5.09	7	5.66	7	83.0
Individual training packets. . .	4.16	6	3.50	3.5	3.83	5	60.5

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* The reader is cautioned in his interpretation of this table in that some respondents did not rank-order all of the responses. Therefore, when analyzing a response statement, the reader should examine the percent of respondents who did not rank order that response. Such information is found in the column titled "Percent No Data."

** See p. 85 for complete wording of responses.

TABLE 48

THE STATEMENT: "RANK-ORDER THE FOLLOWING ACTIVITIES AS POSSIBLE CONTENT FOR A PRE-SERVICE TRAINING PROGRAM: "1" MEANS MOST IMPORTANT AND "10" MEANS LEAST IMPORTANT." BY RESPONSE, PART-TIME TEACHERS, AND PART-TIME COORDINATORS.*

Response**	Part-time Teachers (N=35)		Part-time Coordinators (N=112)		Average Mean Rank	Rank Order	Percent No Data (N=147)
	Mean Rank	Rank Order	Mean Rank	Rank Order			
Development and guidance. . .	4.78	4	5.08	9	4.93	5	64.6
Training in how adults learn. . .	3.66	1	3.76	1	3.71	1	44.9
. . . counseling and guidance. . .	6.09	7	4.95	8	55.2	8	59.9
. . .recruitment and retention. . .	6.91	9	3.86	2	5.39	7	52.4
Technical updating. . .	4.94	5	4.64	6	4.79	4	58.5
Training in teaching techniques. . .	3.84	2	3.99	3.5	3.92	2	44.9
. . . selection of materials	44.1	3	3.99	3.5	4.20	3	46.3
. . .community college concept. . .	8.06	10	4.94	7	6.50	10	73.5
. . .concept of evaluation. . .	6.53	8	5.82	10	6.18	9	72.8
. . .skills, knowledge, and attitudes	5.78	6	4.23	5	5.01	6	55.8

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[*] The reader is cautioned in his interpretation of this table in that some respondents did not rank-order all of the responses. Therefore, when analyzing a response statement, the reader should examine the percent of respondents who did not rank order that response. Such information is found in the column titled "Percent No Data."

[**] See p. 85 for complete wording of responses.

APPENDIX IV

TABLES FOR THE CONSUMERS' SURVEY

Note.--"Spoiled Response/No Data" information has been excluded from analysis.

TABLE 49

THE QUESTION: "WHAT IS THE TITLE OF THE MOST RECENT CAREER ADULT EDUCATION COURSE YOU HAVE TAKEN?" BY COURSE CONTENT AREA

Course Content Area	Absolute Frequency	Relative Frequency (In percent)
Trade	184	28.4
Health	112	17.3
Home Econ.	123	19.0
Office	228	35.2
Total	647	99.9

TABLE 50

THE QUESTION: "IN WHAT CITY DID YOU TAKE THIS COURSE?" BY COURSE CONTENT AREA, AND TOTAL

Area	School	Trade	Health	Home Econ.	Office	Total
I	(Calmar)	31 (16.8%)	18 (16.1%)	25 (20.3%)	33 (14.5%)	107 (16.5%)
II	(Mason City)	12 (6.5%)	11 (9.8%)	. .	5 (2.2%)	28 (4.3%)
III	(Emmetsburg)	8 (4.3%)	3 (2.7%)	12 (9.8%)	9 (3.9%)	32 (4.9%)
IV	(Sheldon)	7 (3.8%)	4 (3.6%)	19 (15.4%)	6 (2.6%)	36 (5.6%)
V	(Fort Dodge)	12 (6.5%)	11 (9.8%)	17 (13.8%)	16 (7.0%)	56 (8.7%)
VI	(Marshall-town)	17 (9.2%)	7 (6.3%)	15 (12.2%)	20 (8.8%)	59 (9.1%)
VII	(Waterloo)	28 (15.2%)	14 (12.5%)	18 (14.6%)	24 (10.5%)	84 (13.0%)
IX	(Davenport)	11 (6.0%)	6 (5.4%)	7 (5.7%)	19 (8.3%)	43 (6.6%)
XI	(Ankeny)	23 (12.5%)	19 (17.0%)	2 (1.6%)	56 (24.6%)	100 (15.5%)
XIII	(Council Bluffs)	9 (4.9%)	16 (14.3%)	6 (4.9%)	27 (11.8%)	58 (9.0%)
XIV	(Creston)	5 (2.7%)	1 (0.9%)	. .	. .	6 (0.9%)
XV	(Ottumwa)	7 (3.8%)	1 (0.9%)	1 (0.8%)	5 (2.2%)	14 (2.2%)
XVI	(Burlington)	14 (7.6%)	1 (0.9%)	1 (0.8%)	8 (3.5%)	24 (3.7%)
	Total	184 (99.8%)	112 (100.2%)	123 (99.9%)	228 (99.9%)	647 (100.0%)

TABLE 51

THE QUESTION: "APPROXIMATELY HOW MANY PEOPLE WERE ENROLLED IN THIS CLASS (PLEASE SPECIFY NUMBER)?" BY COURSE CONTENT AREA, AND TOTAL

Number	Trade	Health	Home Econ.	Office	Total
2- 10	32 (17.6%)	9 (8.0%)	28 (23.3%)	43 (19.2%)	112 (17.6%)
11- 20	99 (54.4%)	47 (42.0%)	72 (60.0%)	111 (49.6%)	329 (51.6%)
21- 30	39 (21.4%)	30 (26.8%)	16 (13.3%)	45 (20.1%)	130 (20.4%)
31- 40	7 (3.8%)	11 (9.8%)	1 (0.8%)	15 (6.7%)	34 (5.3%)
41- 50	3 (1.6%)	7 (6.3%)	2 (1.7%)	7 (3.1%)	19 (3.0%)
51-100	1 (0.5%)	5 (4.5%)	1 (0.8%)	2 (0.9%)	9 (1.4%)
101-200	1 (0.5%)	3 (2.7%)	. .	. .	4 (0.6%)
201 or more	. .	. .	. .	1 (0.4%)	1 (0.2%)
Total	182 (99.8%)	112 (100.1%)	120 (99.9%)	224 (100.0%)	638 (100.1%)

TABLE 52

THE QUESTION: "HOW DID YOU FIND OUT ABOUT THE COURSE OFFERING (PLEASE CHECK ALL THAT APPLY)?" BY COURSE CONTENT AREA, AND TOTAL

Response	Trade (N = 184)	Health (N = 112)	Home Econ. (N = 123)	Office (N = 228)	Total (N = 647)
Newspaper	70 (38.0%)	25 (22.5%)	74 (60.2%)	83 (36.4%)	252 (38.9%)
Radio	11 (6.0%)	2 (1.8%)	20 (16.3%)	13 (5.7%)	46 (7.1%)
Television	3 (1.6%)	. .	. .	1 (0.4%)	4 (0.6%)
Bulletin	64 (34.8%)	44 (39.6%)	56 (45.5%)	90 (39.5%)	254 (39.3%)
Previous course	30 (16.3%)	15 (13.5%)	17 (13.8%)	33 (14.5%)	95 (14.7%)
Employer	23 (12.5%)	22 (19.8%)	2 (1.6%)	37 (16.2%)	84 (13.0%)
Friend	22 (12.0%)	11 (9.9%)	19 (15.4%)	14 (6.1%)	66 (10.2%)
Counselor	11 (6.0%)	15 (13.5%)	5 (4.1%)	13 (5.7%)	44 (6.8%)
On my own	3 (1.6%)	2 (1.8%)	1 (0.8%)	8 (3.5%)	14 (2.2%)
Advertisement	4 (2.2%)	8 (7.2%)	4 (3.3%)	3 (1.3%)	19 (2.9%)
Through the mail	2 (1.1%)	2 (1.8%)	. .	3 (1.3%)	7 (1.1%)
Other and/or combination	3 (1.6%)	2 (1.8%)	1 (0.8%)	4 (1.8%)	10 (1.5%)

Note.--The percents shown on this table are not additive. The figures reflect the number of times a response was checked (√) by total number of respondents ("N=") in each course content area.

TABLE 53

THE QUESTION: "HOW DID YOU FIND OUT ABOUT THE COURSE OFFERING (PLEASE CHECK ALL THAT APPLY)?" BY AREA SCHOOL, AND RESPONSE

Area School		News-paper	Radio	Television	Bulletin	Previous course	Employer	Friend	Counselor	On my own	Advertise-ment	Through the mail	Other/ Combination
I (Calmar)	(n=107)	42.1%	12.2%	1.9%	42.1%	20.6%	9.4%	15.9%	7.5%	1.9%	3.7%	1.9%	1.9%
II (Mason City)	(n= 28)	7.1%	. .	. .	42.9%	10.7%	28.6%	21.4%	. .	7.1%	3.6%	. .	. .
III (Emmetsburg)	(n= 32)	53.1%	15.6%	. .	53.1%	12.5%	6.3%	15.6%	6.3%	. .	. .	. .	3.1%
IV (Sheldon)	(n= 36)	61.1%	22.2%	. .	27.8%	8.3%	8.3%	8.3%	11.1%	. .	. .	2.8%	2.8%
V (Fort Dodge)	(n= 56)	58.9%	8.9%	. .	30.4%	16.1%	10.7%	5.4%	5.4%	3.6%	7.1%	1.8%	1.8%
VI (Marshalltown)	(n= 59)	40.7%	11.9%	. .	64.4%	8.5%	8.5%	6.8%	5.1%	1.7%	. .	. .	3.4%
VII (Waterloo)	(n= 84)	45.2%	4.8%	. .	23.8%	16.7%	8.3%	14.3%	6.0%	4.8%	2.4%	. .	2.4%
IX (Davenport)	(n= 43)	9.3%	. .	. .	51.2%	18.6%	14.0%	9.3%	4.7%	. .	7.0%	. .	. .
XI (Ankeny)	(n=100)	22.0%	1.0%	1.0%	48.0%	13.0%	21.0%	6.0%	8.0%	3.0%	1.0%	. .	. .
XIII (Council Bluffs)	(n= 58)	46.6%	. .	. .	32.8%	10.3%	15.5%	6.9%	5.2%	. .	5.2%	1.7%	. .
XIV (Creston)	(n= 6)	33.3%	. .	. .	16.7%	83.3%	. .	. .	. .	. .	. .	16.7%	. .
XV (Ottumwa)	(n= 14)	14.3%	7.1%	7.1%	21.4%	7.1%	35.7%	. .	14.3%	. .	7.1%	. .	7.1%
XVI (Burlington)	(n= 24)	58.3%	8.3%	. .	8.3%	8.3%	8.3%	8.3%	16.7%	. .	. .	4.2%	. .

Note.--The percents shown on this table are not additive. The figures reflect the number of times a response was checked (✓) by total number of respondents ("n=") in each Area school.

TABLE 54

THE STATEMENT: "LISTED BELOW ARE SOME REASONS PEOPLE TAKE CAREER ADULT EDUCATION COURSES. PLEASE CHECK ALL THOSE REASONS WHICH MAY HAVE APPLIED IN YOUR CASE." BY COURSE CONTENT AREA, AND TOTAL

Response	Trade (N = 184)	Health (N = 112)	Home Econ. (N = 123)	Office (N = 228)	Total (N = 647)
Better job	60 (32.6%)	52 (46.4%)	4 (3.3%)	111 (48.7%)	227 (33.8%)
New ideas for present job	106 (57.6%)	69 (61.6%)	35 (28.5%)	124 (54.4%)	334 (49.7%)
Attain a goal	71 (38.6%)	48 (42.9%)	59 (48.0%)	88 (38.6%)	266 (39.6%)
Meet people	31 (16.8%)	29 (25.9%)	45 (36.6%)	58 (25.4%)	163 (24.3%)
Help my family	16 (8.7%)	11 (9.8%)	14 (11.4%)	16 (7.0%)	57 (8.5%)
Other	51 (27.7%)	33 (29.5%)	53 (43.1%)	53 (23.2%)	190 (28.3%)

Note.--The percents shown on this table are not additive. The figures reflect the number of times a response was checked (√) by total number of respondents ("N=") in each course content area.

TABLE 55

THE QUESTION: "WAS THE HOUR OF DAY YOU TOOK THE COURSE CONVENIENT FOR YOU?" BY COURSE CONTENT AREA, AND TOTAL

Number	Trade	Health	Home Econ.	Office	Total
Yes	180 (97.8%)	108 (96.4%)	119 (96.7%)	222 (97.4%)	629 (97.2%)
No	4 (2.2%)	4 (3.6%)	4 (3.3%)	6 (2.6%)	18 (2.8%)
Total	184 (100.0%)	112 (100.0%)	123 (100.0%)	228 (100.0%)	647 (100.0%)

TABLE 56

THE QUESTION: "IN WHICH OF THE FOLLOWING TYPES OF FACILITIES DID YOU TAKE THE COURSE?" BY COURSE CONTENT AREA, AND TOTAL

Response	Trade (N = 184)	Health (N = 112)	Home Econ. (N = 123)	Office (N = 228)	Total (N = 647)
Junior high school	5 (2.7%)	1 (0.9%)	20 (16.3%)	8 (3.5%)	34 (5.1%)
High school	44 (23.9%)	14 (12.5%)	76 (61.8%)	68 (29.8%)	202 (30.1%)
College or Junior College	58 (31.5%)	41 (36.6%)	9 (7.3%)	85 (37.2%)	193 (28.7%)
Technical school	61 (33.2%)	20 (17.9%)	5 (4.1%)	37 (16.2%)	125 (18.6%)
"Other type school"	5 (2.7%)	5 (4.5%)	2 (1.6%)	10 (4.4%)	22 (3.3%)
Place of business	1 (0.5%)	1 (0.9%)	. .	6 (2.6%)	8 (1.2%)
Community building	4 (2.2%)	7 (6.3%)	2 (1.6%)	4 (1.8%)	17 (2.5%)
Hospital	2 (1.1%)	31 (27.7%)	1 (0.8%)	5 (2.2%)	39 (5.8%)
Commercial building	3 (1.6%)	. .	7 (5.7%)	6 (2.6%)	16 (2.4%)
Other and/or combination	5 (2.7%)	3 (2.7%)	2 (1.6%)	4 (1.8%)	14 (2.2%)

Note.--The percents shown on this table are not additive. The figures reflect the number of times a response was checked (✓) by total number of respondents ("N=") in each course content area.

TABLE 57

THE QUESTION: "IF YOU THINK THE COURSE SHOULD HAVE BEEN OFFERED IN SOME OTHER TYPE OF FACILITY, PLEASE SPECIFY THE TYPE OF FACILITY" BY COURSE CONTENT AREA, AND TOTAL[a]

Response	Trade	Health	Home Econ.	Office	Total
More relevant location	2	2	1	..	5
More convenient location	..	3	1	..	4
Larger/nicer facility	2	..	..	1	3
Smaller/nicer facility	..	..	..	1	1
Unbiased location	1	..	..	..	1
Other	2	1	..	2	5
Total	7	6	2	4	19

[a] Because of the few respondents answering this question, percent calculations have been omitted.

TABLE 58

THE QUESTION: "IF YOU THINK THE CLASSROOM FACILITIES SUCH AS VENTILATION, HEATING, LIGHTING, EQUIPMENT, AND SO FORTH, WERE NOT ADEQUATE, PLEASE SPECIFY WHICH CLASSROOM FACILITIES WERE INADEQUATE" BY COURSE CONTENT AREA, AND TOTAL[a]

Response	Trade	Health	Home Econ.	Office	Total
Poor equipment	1	..	2	3	6
More room	..	2	1	2	5
Ventilation	3	6	3	9	21
Lighting	1	..	..	..	1
Noise	..	3	..	1	4
Desks	1	1	1	..	3
Room too large	..	..	..	1	1
Other/combination	5	4	3	2	14
Total	11	16	10	18	55

[a] Because of the few respondents answering this question, percent calculations have been omitted.

TABLE 59

THE QUESTION: "WHILE IN THE CLASSROOM, WERE YOU ABLE TO SEE AND HEAR EVERYTHING THE INSTRUCTOR WAS SAYING AND DOING?" BY COURSE CONTENT AREA, AND TOTAL

Response	Trade	Health	Home Econ.	Office	Total
Yes	174 (96.7%)	106 (94.6%)	117 (95.1%)	216 (96.4%)	613 (95.9%)
No (not explained)	1 (0.6%)	1 (0.9%)	. .	. .	2 (0.3%)
Hearing problem	1 (0.6%)	3 (2.7%)	1 (0.8%)	2 (0.9%)	7 (1.1%)
Visual problem	2 (1.1%)	1 (0.9%)	3 (2.4%)	3 (1.3%)	9 (1.4%)
Other/combination	2 (1.1%)	1 (0.9%)	2 (1.6%)	3 (1.3%)	8 (1.3%)
Total	180 (100.2%)	112 (100.0%)	123 (99.9%)	224 (99.9%)	639 (100.0%)

TABLE 60

THE QUESTION: "WHEN YOU FIRST ENROLLED IN THE COURSE, IN WHICH OF THE FOLLOWING AREAS, IF ANY DID YOU FEEL YOU MIGHT HAVE TROUBLE (PLEASE CHECK ALL THAT APPLY)?" BY COURSE CONTENT AREA, AND TOTAL

Response	Trade (N = 184)	Health (N = 112)	Home Econ. (N = 123)	Office (N = 228)	Total (N = 647)
Reading	5 (2.7%)	5 (4.5%)	1 (0.8%)	8 (3.5%)	19 (2.8%)
Writing	2 (1.1%)	3 (2.7%)	3 (2.4%)	10 (4.4%)	18 (2.7%)
Spelling	7 (3.8%)	12 (10.7%)	1 (0.8%)	11 (4.8%)	31 (4.6%)
Arithmetic	12 (6.5%)	8 (7.1%)	3 (2.4%)	17 (7.5%)	40 (6.0%)
Learning/ studying	4 (2.2%)	9 (8.0%)	. .	5 (2.2%)	18 (2.7%)
Subject matter	19 (10.3%)	14 (12.5%)	7 (5.7%)	20 (8.8%)	60 (8.9%)
Speed: too fast	. .	1 (0.9%)	2 (1.6%)	2 (0.9%)	5 (0.7%)
Communication	3 (1.6%)	3 (2.7%)	1 (0.8%)	11 (4.8%)	18 (2.7%)
Other	5 (2.7%)	5 (4.5%)	1 (0.8%)	5 (2.2%)	16 (2.5%)

Note.--The percents shown on this table are not additive. The figures reflect the number of times a response was checked (√) by total number of respondents ("N=") in each course content area.

TABLE 61

THE QUESTION: "WHICH OF THE FOLLOWING TEACHING AIDS, IF ANY, WERE USED BY YOUR TEACHER (PLEASE CHECK ALL THAT APPLY)?" BY COURSE CONTENT AREA, AND TOTAL

Response	Trade (N = 184)	Health (N = 112)	Home Econ. (N = 123)	Office (N = 228)	Total (N = 647)
Movies	73 (39.7%)	75 (67.0%)	16 (13.0%)	48 (21.1%)	212 (31.5%)
Audio tapes	27 (14.7%)	30 (26.8%)	3 (2.4%)	40 (17.5%)	100 (14.9%)
Video tapes	32 (17.4%)	31 (27.7%)	7 (5.7%)	33 (14.5%)	103 (15.3%)
Hand-outs	124 (67.4%)	97 (86.6%)	90 (73.2%)	169 (74.1%)	480 (71.4%)

Note.--The percents shown on this table are not additive. The figures reflect the number of times a response was checked (√) by total number of respondents ("N=") in each course content area.

TABLE 62

THE QUESTION: "HOW WOULD YOU RATE THE OVER-ALL TEACHING EFFECTIVENESS OF THE TEACHER?" BY COURSE CONTENT AREA, AND TOTAL

Response	Trade	Health	Home Econ.	Office	Total
Very poor	2 (1.1%)	2 (1.9%)	1 (0.8%)	1 (0.5%)	6 (1.0%)
Poor	7 (4.0%)	3 (2.8%)	3 (2.4%)	9 (4.2%)	22 (3.5%)
Average	32 (18.3%)	20 (18.7%)	22 (17.9%)	34 (15.7%)	108 (17.4%)
Good	66 (37.7%)	36 (33.6%)	46 (37.4%)	82 (38.0%)	230 (37.0%)
Very good	68 (38.9%)	46 (43.0%)	51 (41.5%)	90 (41.7%)	255 (41.1%)
Total	175 (100.0%)	107 (100.0%)	123 (100.0%)	216 (100.1%)	621 (100.0%)

TABLE 63

THE QUESTION: "DID YOUR TEACHER ASK YOU TO RATE OR EVALUATE HIS OR HER TEACHING EFFECTIVENESS?" BY COURSE CONTENT AREA, AND TOTAL

Response	Trade	Health	Home Econ.	Office	Total
Yes	52 (29.2%)	51 (46.8%)	32 (26.4%)	76 (35.2%)	211 (33.8%)
No	126 (70.8%)	58 (53.2%)	89 (73.6%)	140 (64.8%)	413 (66.2%)
Total	178 (100.0%)	109 (100.0%)	121 (100.0%)	216 (100.0%)	624 (100.0%)

TABLE 64

THE QUESTION: "WHICH ONE OF THE FOLLOWING BEST DESCRIBES YOUR TEACHER?" BY COURSE CONTENT AREA, AND TOTAL

Response	Trade	Health	Home Econ.	Office	Total
Very warm person	117 (69.2%)	64 (58.7%)	95 (78.5%)	146 (67.6%)	422 (68.6%)
Average teacher	39 (23.1%)	28 (25.7%)	21 (17.4%)	47 (21.8%)	135 (22.0%)
Businesslike; rigid	11 (6.5%)	15 (13.8%)	5 (4.1%)	20 (9.3%)	51 (8.3%)
Very cold	2 (1.2%)	2 (1.8%)	. .	3 (1.4%)	7 (1.1%)
Total	169 (100.0%)	109 (100.0%)	121 (100.0%)	216 (100.1%)	615 (100.0%)

TABLE 65

THE QUESTION: "TO WHAT EXTENT, IF ANY, DID THE TEACHER MAKE USE OF YOUR PERSONAL EXPERIENCES AND PREVIOUSLY ACQUIRED SKILLS?" BY COURSE CONTENT AREA, AND TOTAL

Response	Trade	Health	Home Econ.	Office	Total
None	25 (14.2%)	18 (16.2%)	15 (13.3%)	42 (19.5%)	100 (16.3%)
Some	96 (54.5%)	48 (43.2%)	54 (47.8%)	113 (52.6%)	311 (50.6%)
A great deal	55 (31.3%)	45 (40.5%)	44 (38.9%)	60 (27.9%)	204 (33.2%)
Total	176 (100.0%)	111 (99.9%)	113 (100.0%)	215 (100.0%)	615 (100.1%)

TABLE 66

THE QUESTION: "DID YOUR TEACHER SPEND ANY TIME WORKING WITH YOU INDIVIDUALLY, ON A ONE-TO-ONE BASIS?" BY COURSE CONTENT AREA, AND TOTAL

Response	Trade	Health	Home Econ.	Office	Total
Yes	131 (72.4%)	63 (58.3%)	95 (79.8%)	108 (49.3%)	397 (63.3%)
No	50 (27.6%)	45 (41.7%)	24 (20.2%)	111 (50.7%)	230 (36.7%)
Total	181 (100.0%)	108 (100.0%)	119 (100.0%)	219 (100.0%)	627 (100.0%)

TABLE 67

THE QUESTION: "DID YOU FEEL YOU HAD TOO MANY, TOO FEW, OR JUST THE RIGHT NUMBER OF OUT-OF-CLASS ASSIGNMENTS?" BY COURSE CONTENT AREA, AND TOTAL

Response	Trade	Health	Home Econ.	Office	Total
Too many	6 (3.4%)	6 (5.5%)	3 (2.6%)	15 (6.9%)	30 (4.9%)
Too few	14 (8.0%)	7 (6.4%)	6 (5.2%)	15 (6.9%)	42 (6.8%)
Just right number	71 (40.8%)	67 (61.5%)	64 (55.2%)	145 (66.5%)	347 (56.2%)
None given	79 (45.4%)	25 (22.9%)	32 (27.6%)	34 (15.6%)	170 (27.6%)
Other	4 (2.3%)	4 (3.7%)	11 (9.5%)	9 (4.1%)	28 (4.5%)
Total	174 (99.9%)	109 (100.0%)	116 (100.1%)	218 (100.0%)	617 (100.0%)

TABLE 68

THE QUESTION: "HOW WOULD YOU RATE THE OVERALL PROGRESS OF THE CLASS?" BY COURSE CONTENT AREA, AND TOTAL

Response	Trade	Health	Home Econ.	Office	Total
Too fast	8 (4.6%)	11 (10.1%)	2 (1.7%)	16 (7.4%)	37 (6.0%)
Too slowly	30 (17.1%)	9 (8.3%)	15 (12.5%)	33 (15.2%)	87 (14.0%)
Just right	137 (78.3%)	89 (81.7%)	103 (85.8%)	168 (77.4%)	497 (80.0%)
Total	175 (100.0%)	109 (100.1%)	120 (100.0%)	217 (100.0%)	621 (100.0%)

TABLE 69

THE QUESTION: "WHICH OF THE FOLLOWING BEST DESCRIBES THE TYPE OF TEST OR EXAMINATION GIVEN, IF ANY, DURING YOUR COURSE WORK (PLEASE CHECK ALL THAT APPLY)?" BY COURSE CONTENT AREA, AND TOTAL

Response	Trade (N = 184)	Health (N = 112)	Home Econ. (N = 123)	Office (N = 228)	Total (N = 647)
None	81 (44.0%)	14 (12.5%)	85 (69.1%)	63 (27.6%)	243 (36.2%)
Written	60 (32.6%)	91 (81.3%)	8 (6.5%)	102 (44.7%)	261 (38.8%)
Oral	24 (13.0%)	33 (29.5%)	7 (5.7%)	35 (15.4%)	99 (14.7%)
Application	52 (28.3%)	52 (46.4%)	28 (22.8%)	62 (27.2%)	194 (30.0%)
Other and/or combination	4 (2.2%)	5 (4.5%)	. .	13 (5.7%)	22 (3.4%)

Note.--The percents shown on this table are not additive. The figures reflect the number of times a response was checked (✓) by total number of respondents ("N=") in each course content area.

TABLE 70

THE QUESTION: "IF YOU RECEIVED A GRADE, DO YOU FEEL THAT THE GRADE CORRESPONDED WITH YOUR OWN FEELINGS OF PERSONAL ACCOMPLISHMENT DURING THE COURSE?" BY COURSE CONTENT AREA, AND TOTAL

Response	Trade	Health	Home Econ.	Office	Total
Yes	59 (85.5%)	61 (91.0%)	14 (77.8%)	78 (79.6%)	212 (84.1%)
No	2 (2.9%)	2 (3.0%)	2 (11.1%)	8 (8.2%)	14 (5.6%)
Not sure	8 (11.6%)	4 (6.0%)	2 (11.1%)	12 (12.2%)	26 (10.3%)
Total	69 (100.0%)	67 (100.0%)	18 (100.0%)	98 (100.0%)	252 (100.0%)

TABLE 71

THE QUESTION: "WHAT TYPE OF EVALUATION OR REPORT OF YOUR PROGRESS AND ACHIEVEMENT WOULD YOU HAVE PREFERRED, IF ANY (PLEASE CHECK ALL THAT APPLY)?" BY COURSE CONTENT AREA, AND TOTAL

Response	Trade (N = 184)	Health (N = 112)	Home Econ. (N = 123)	Office (N = 228)	Total (N = 647)
None	51 (27.7%)	19 (17.0%)	58 (47.2%)	48 (21.1%)	176 (26.2%)
Grade (A, B...)	33 (17.9%)	21 (18.8%)	5 (4.1%)	46 (20.2%)	105 (15.6%)
Oral	14 (7.6%)	24 (21.4%)	7 (5.7%)	21 (9.2%)	66 (9.8%)
Written	19 (10.3%)	37 (33.0%)	4 (3.3%)	44 (19.3%)	104 (15.5%)
Application	27 (14.7%)	11 (9.8%)	12 (9.8%)	23 (10.1%)	73 (10.9%)
Other and/or combination	8 (4.3%)	7 (6.3%)	6 (4.9%)	16 (7.0%)	37 (5.7%)

Note.--The percents shown on this table are not additive. The figures reflect the number of times a response was checked (✓) by total number of respondents ("N=") in each course content area.

TABLE 72

THE QUESTION: "LOOKING BACK, DO YOU FEEL YOU SHOULD HAVE STARTED TAKING CAREER ADULT EDUCATION COURSES EARLIER IN YOUR LIFE?" BY COURSE CONTENT AREA, AND TOTAL

Response	Trade	Health	Home Econ.	Office	Total
Yes	117 (65.7%)	67 (62.6%)	58 (52.7%)	127 (58.8%)	369 (60.4%)
No.	45 (25.3%)	31 (29.0%)	35 (31.8%)	65 (30.1%)	176 (28.8%)
Not sure	16 (9.0%)	9 (8.4%)	17 (15.5%)	24 (11.1%)	66 (10.8%)
Total	178 (100.0%)	107 (100.0%)	110 (100.0%)	216 (100.0%)	611 (100.0%)

TABLE 73

THE STATEMENT: "IF YOU ANSWERED YES^a, PLEASE CHECK THOSE REASONS YOU DID NOT TAKE SUCH COURSES EARLIER IN YOUR LIFE." BY COURSE CONTENT AREA, AND TOTAL

Reason	Trade (N = 117)	Health (N = 67)	Home Econ. (N = 58)	Office (N = 127)	Total (N = 369)
Financial	19 (16.2%)	15 (22.4%)	9 (15.5%)	28 (22.0%)	71 (19.2%)
Too busy	70 (59.8%)	33 (49.3%)	39 (67.2%)	81 (63.8%)	223 (60.4%)
Lacked self-confidence	8 (6.8%)	10 (14.9%)	8 (13.8%)	25 (19.7%)	51 (13.8%)
Not aware of course	27 (23.1%)	14 (20.9%)	10 (17.2%)	13 (10.2%)	64 (17.3%)
"Course was not offered"	12 (10.3%)	3 (4.5%)	5 (8.6%)	4 (3.1%)	24 (6.5%)
"No opportunity"	4 (3.4%)	4 (6.0%)	2 (3.4%)	4 (3.1%)	14 (3.8%)
"Too far away"	1 (0.9%)	3 (4.5%)	. .	1 (0.8%)	5 (1.4%)
Did not need course	2 (1.7%)	1 (1.5%)	. .	7 (5.5%)	10 (2.7%)
Other/combination	14 (12.0%)	7 (10.4%)	5 (8.6%)	12 (9.4%)	38 (10.3%)

Note.--The percents shown on this table are not additive. The figures reflect the number of times a response was checked (√) by total number of respondents ("N=") in each course content area.

TABLE 74

THE QUESTION: "WILL YOU ENROLL IN ANOTHER CAREER ADULT EDUCATION COURSE IF ONE IS OFFERED IN AN AREA OF INTEREST TO YOU?" BY COURSE CONTENT AREA, AND TOTAL

Response	Trade	Health	Home Econ.	Office	Total
Yes	160 (87.4%)	93 (83.0%)	105 (86.1%)	196 (86.0%)	554 (85.9%)
No	3 (1.6%)	6 (5.4%)	1 (0.8%)	7 (3.1%)	17 (2.6%)
Not sure	20 (10.9%)	13 (11.6%)	16 (13.1%)	25 (11.0%)	74 (11.5%)
Total	183 (99.9%)	112 (100.0%)	122 (100.0%)	228 (100.1%)	645 (100.0%)

TABLE 75

THE QUESTION: "APPROXIMATELY HOW MANY OTHER CAREER ADULT EDUCATION COURSES HAVE YOU TAKEN, IF ANY (PLEASE SPECIFY NUMBER)?" BY COURSE CONTENT AREA, AND TOTAL

Number	Trade	Health	Home Econ.	Office	Total
0	42 (24.4%)	35 (34.3%)	35 (29.7%)	46 (21.5%)	158 (26.1%)
1	39 (22.7%)	24 (23.5%)	27 (22.9%)	41 (19.2%)	131 (21.6%)
2	35 (20.3%)	13 (12.7%)	27 (22.9%)	37 (17.3%)	112 (18.5%)
3	14 (8.1%)	12 (11.8%)	11 (9.3%)	32 (15.0%)	69 (11.4%)
4	11 (6.4%)	4 (3.9%)	9 (7.6%)	22 (10.3%)	46 (7.6%)
5	13 (7.6%)	4 (3.9%)	4 (3.4%)	8 (3.7%)	29 (4.8%)
6	6 (3.5%)	5 (4.9%)	1 (0.8%)	11 (5.1%)	23 (3.8%)
7	3 (1.7%)	3 (2.9%)	1 (0.8%)	3 (1.4%)	10 (1.7%)
8 or more	9 (5.2%)	2 (2.0%)	3 (2.5%)	14 (6.5%)	28 (4.6%)
Total	172 (99.9%)	102 (99.9%)	118 (99.9%)	214 (99.9%)	606 (100.1%)

TABLE 76

THE QUESTION: "WHAT IS YOUR SEX?" BY COURSE CONTENT AREA, AND TOTAL

Response	Trade	Health	Home Econ.	Office	Total
Male	151 (82.1%)	25 (22.3%)	2 (1.6%)	80 (35.1%)	258 (39.9%)
Female	33 (17.9%)	87 (77.7%)	121 (98.4%)	148 (64.9%)	389 (60.1%)
Total	184 (100.0%)	112 (100.0%)	123 (100.0%)	228 (100.0%)	647 (100.0%)

TABLE 77

THE QUESTION: "WHAT WAS YOUR AGE AT THE TIME YOU TOOK THE COURSE (PLEASE SPECIFY YEARS)?" BY COURSE CONTENT AREA, AND TOTAL

Age	Trade	Health	Home Econ.	Office	Total
17 or under	4 (2.2%)	3 (2.7%)	. .	. .	7 (1.1%)
18-24 years	30 (16.4%)	28 (25.2%)	18 (14.8%)	43 (19.0%)	119 (18.5%)
25-34 years	65 (35.5%)	20 (18.0%)	45 (36.9%)	54 (23.9%)	184 (28.7%)
35-44 years	36 (19.7%)	32 (28.8%)	27 (22.1%)	55 (24.3%)	150 (23.4%)
45-54 years	28 (15.3%)	21 (18.9%)	21 (17.2%)	57 (25.2%)	127 (19.8%)
55-64 years	18 (9.8%)	6 (5.4%)	10 (8.2%)	16 (7.1%)	50 (7.8%)
65 or older	2 (1.1%)	1 (0.9%)	1 (0.8%)	1 (0.4%)	5 (0.8%)
Total	183 (100.0%)	111 (99.9%)	122 (100.0%)	226 (99.9%)	642 (100.0%)

TABLE 78

THE QUESTION: "WHAT WAS THE LAST GRADE YOU COMPLETED IN SCHOOL AT THE TIME YOU TOOK THE COURSE (PLEASE SPECIFY THE GRADE COMPLETED AT THE TIME)?" BY COURSE CONTENT AREA, AND TOTAL

Response	Trade	Health	Home Econ.	Office	Total
5-7 years	. .	. .	. .	1 (0.5%)	1 (0.2%)
8 years	3 (1.8%)	3 (3.0%)	4 (3.4%)	2 (0.9%)	12 (2.0%)
1-3 years high school	14 (8.5%)	6 (5.9%)	4 (3.4%)	6 (2.8%)	30 (5.1%)
4 years high school	91 (55.2%)	42 (41.6%)	52 (44.8%)	98 (46.4%)	283 (47.7%)
1-3 years college	34 (20.6%)	39 (38.6%)	31 (26.7%)	60 (28.4%)	164 (27.7%)
4 or more years college	23 (13.9%)	11 (10.9%)	25 (21.6%)	44 (20.9%)	103 (17.4%)
Total	165 (100.0%)	101 (100.0%)	116 (99.9%)	211 (99.9%)	593 (100.0%)

TABLE 79

THE QUESTION: "WHAT WAS YOUR MARITAL STATUS AT THE TIME YOU TOOK THE COURSE?" BY COURSE CONTENT AREA, AND TOTAL

Response	Trade	Health	Home Econ.	Office	Total
Single	25 (13.7%)	25 (22.3%)	6 (4.9%)	33 (14.5%)	89 (13.8%)
Married	150 (82.0%)	82 (73.2%)	115 (93.5%)	178 (78.1%)	525 (81.3%)
Separated	1 (0.5%)	1 (0.9%)	. .	1 (0.4%)	3 (0.5%)
Divorced	5 (2.7%)	3 (2.7%)	1 (0.8%)	11 (4.8%)	20 (3.1%)
Widowed	2 (1.1%)	1 (0.9%)	1 (0.8%)	5 (2.2%)	9 (1.4%)
Total	183 (100.0%)	112 (100.0%)	123 (100.0%)	228 (100.0%)	646 (100.0%)

TABLE 80

THE QUESTION: "WHAT WAS YOUR PRIMARY OCCUPATION AT THE TIME YOU TOOK THE COURSE?" BY COURSE CONTENT AREA, AND TOTAL

Occupation	Trade	Health	Home Econ.	Office	Total
Professional	25 (13.8%)	29 (26.6%)	11 (9.1%)	43 (19.0%)	108 (17.0%)
Managerial	13 (7.2%)	11 (10.1%)	1 (0.8%)	38 (16.8%)	63 (9.9%)
Clerical	7 (3.9%)	4 (3.7%)	11 (9.1%)	68 (30.1%)	90 (14.1%)
Sales	8 (4.4%)	. .	2 (1.7%)	10 (4.4%)	20 (3.1%)
Craftsmen	38 (21.0%)	4 (3.7%)	. .	9 (4.0%)	51 (8.0%)
Operatives	10 (5.5%)	1 (0.9%)	. .	3 (1.3%)	13 (2.2%)
Service	14 (7.7%)	30 (27.5%)	8 (6.6%)	9 (4.0%)	61 (9.6%)
Farm labor	17 (9.4%)	. .	1 (0.8%)	2 (0.9%)	20 (3.1%)
Labor except farm	12 (6.6%)	1 (0.9%)	. .	1 (0.4%)	14 (2.2%)
Supervisor	9 (5.0%)	2 (1.8%)	. .	5 (2.2%)	16 (2.5%)
Retired	2 (1.1%)	1 (0.9%)	1 (0.8%)	1 (0.4%)	5 (0.8%)
Student	7 (3.9%)	5 (4.6%)	2 (1.7%)	2 (0.9%)	16 (2.5%)
Homemaker	17 (9.4%)	14 (12.8%)	83 (68.6%)	30 (13.3%)	144 (22.6%)
Unemployed	2 (1.1%)	7 (6.4%)	1 (0.8%)	5 (2.2%)	15 (2.4%)
Total	181 (100.0%)	109 (99.9%)	121 (100.0%)	226 (99.9%)	637 (100.0%)

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